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ABSTRACT

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This handbook, one of five in subset C, presents examples of multi-centered guidance practices according to focusing on home, school, and community. In the home-centered unit, five practices which enhance the quality of the home as a learning center are described, each of which builds on the strengths of the home environment as well as the interests and skills of parents. School-centered guidance practices are divided into three sections: (1) Group counseling activities that allow the counselor/teacher to impact on individual needs in small groups, (2) subject matter practices that infuse career concepts into the classroom, and (3) nonsubject matter practices that are schoolwide or districtwide in scope or are implemented in the classroom but not directly related to a curricular discipline. Community-centered practices include career fair (grades 5-9), professional exploration internship, community persons as classroom resources for career exploration, and adopt a grandchild/adopt a grandparent. References are included. (TA)

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RESEARCH AND DEVELOPMENT 118 C5

CAREER GUIDANCE, COUNSELING, PLACEMENT,
AND FOLLOW-THROUGH PROGRAM FOR RURAL SCHOOLS

Career Guidance Practices:

A Resource Guide of Suggested Group Guidance and Counseling Techniques for Use in the Home, School, and Community

Helen M. Davis
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U S DEPARTMENT OF HEALTH,
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CAREER GUIDANCE, COUNSELING, PLACEMENT,
AND FOLLOW-THROUGH PROGRAM
FOR RURAL (SMALL) SCHOOLS

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FOREWORD

There are three major institutions that influence the career development of rural youth. These institutions are the family, the school, and the community. Each of these institutions make a unique contribution to individual growth and development in terms of two functions—instruction and socialization. All three institutions are highly interrelated and have either a direct or indirect influence on the individual at all times. A set of practical procedures for using each institution to its fullest potential in fostering the positive growth of all individuals is needed to meet changing needs. In response to this challenge, this handbook offers career guidance practices for homes, schools, and communities which are appropriate for rural settings.

Special appreciation is extended to John Meighan, Director of the Tri-County Career Development Program, Ohio, who provided the opportunity for rural counselors and teachers to contribute many of the ideas presented in this handbook. The Career Education Coordinators for the Tri-County Career Development Program also provided much valuable input. The advice and consultation gained from these rural educators were of inestimable value in the planning and preparation of this document. The individuals who gave so freely of their time in developing portions of this handbook are listed below.

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Lastly, appreciation is extended to the credibility review panel members who provided numerous suggestions for improvement of the handbook.

We hope that you find this handbook to be useful. We welcome your comments for its improvement.

Robert E. Taylor
Director

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CHAPTER I

INTRODUCTION

Over the past ten years, an increasing number of career guidance practices has been developed for use in homes, schools, and communities. An examination of the literature, however, reveals little to suggest that the newly developed practices address or even recognize the unique needs of youth and adults in rural settings.

Gelatt (n.d.) defines guidance practices as interventions that are designed to accomplish a goal or achieve an objective. Sometimes guidance practices are referred to as techniques, modes, procedures, activities, or strategies. Multi-centered career guidance practices can facilitate student career development. Multi-centered career guidance practices can be defined as those practices which stem from more than one base—namely, the home, the school, and the community.

Facilitating the career development of students through the multi-centered guidance approach involves the three major influences in the lives of students. They are the home, the school, and the community.

Rationale for Multi-Centered Career Guidance Practices

Several characteristics of rural America generate the potential for centering career guidance in home, school, and community settings. In rural areas where community populations are limited, rapid communication and the potential for community involvement prevail. These circumstances can be used in a positive and constructive manner to promote, facilitate, and enrich the career development of rural youth. Through the combined efforts of home, school, and community members, students in rural settings are in a position to realize career development from a global perspective. Rural educators should capitalize on every aspect of such an approach.

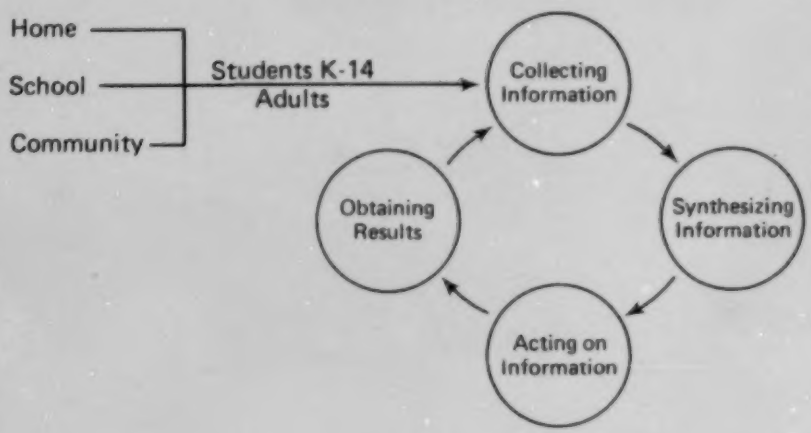
Purpose of Handbook

The purpose of this handbook is to provide educators in rural settings with practical examples of multi-centered practices for use in career guidance programs.

The career guidance practices described in this handbook are those which are centered in homes, schools, and communities in rural settings. Delivering career guidance through the multi-centered approach entails home-centered practices; school-centered practices which include group counseling, subject matter-centered strategies, and nonsubject matter-centered strategies; and community-centered practices. Figure 1 illustrates the relationship between these three learning centers and the model for comprehensive career guidance program development. Each type of practice is defined below.

Figure 1

Home, School, and Community-Centered Career Guidance Practices within the Life Role Development Model Framework



CAREER GUIDANCE PRACTICES

Home-Centered
- *Family Travel Unit
- *Parent Training Night
- *Parent Discussion Groups
- *Problem Solving
- *Career Development Parent Series

School-Centered

Community-Centered
- *Career Fair
- *Professional Exploration Internship
- *Community Persons as Classroom Resources
- *Adopt a Grandchild

Group Counseling
- *Teaming
- *Role Playing
- *Orientation
- *Gaming
- *Peer Counseling

Subject Matter
- *Stereotypes in the World of Work
- *I'm Different—Are You?
- *Class Centered Placement
- *Workers in the Community

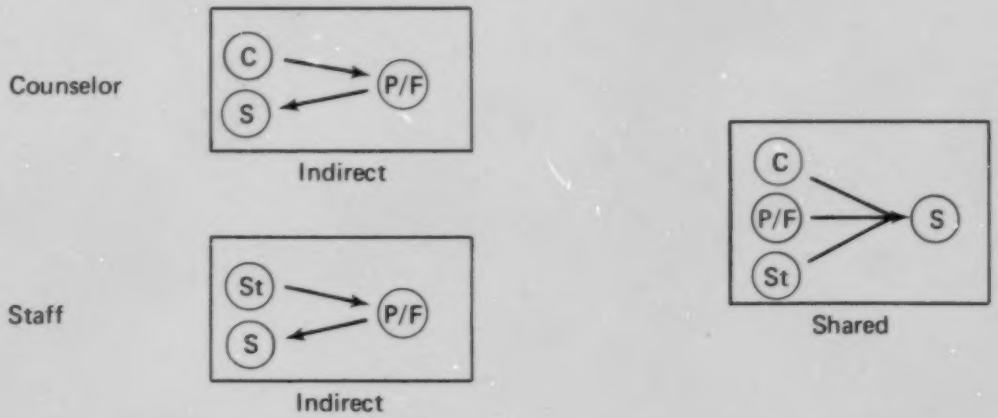
Nonsubject Matter
- *Career Resource Center
- *Pow Wow
- *Career Week
- *Hobby Time
- *Mobile Guidance Van

Definitions of Multi-Centered Career Guidance Practices

Home-centered guidance is the process of deliberate intervention in the life of a child with the family system serving as the delivery vehicle. The home becomes the learning center for career development and guidance activities with parents serving as role models for their children. The success of this form of guidance is based upon parent knowledge, understanding, and ability to use family interactions in an innovative and constructive manner. Figure 2 depicts the relationships among the career guidance counselor, parents and other family members, and staff and illustrates their indirect or shared roles and responsibilities to the student in these strategies.

Figure 2

Roles and Responsibilities for Home-Centered Career Guidance Practices



School-centered guidance practices are interventions designed to meet the career guidance needs of students in the school. These practices are subdivided into three categories. They are group counseling, subject matter-centered guidance, and nonsubject matter-centered guidance.

Group counseling is defined as an intervention process which relies on group interaction. It is, therefore, effective in small groups. This process promotes interpersonal relationships and consumes less time than one-to-one counseling. Figure 3 illustrates the direct, shared, or indirect roles and responsibilities of the counselor or staff members to the student in group counseling.

Subject matter-centered career guidance involves a blending of career development goals and guidance objectives into current subject matter goals. This approach allows career guidance to permeate the entire curriculum. Figure 4 illustrates the direct, shared, and indirect roles and responsibilities of the counselor and staff members to students for subject matter career guidance.

Nonsubject matter-centered career guidance practices are schoolwide or districtwide in scope or are implemented in the classroom, but not directly related to a curricular discipline. The direct, shared, and indirect roles and responsibilities of the counselor and staff members for nonsubject matter career guidance to students are depicted in Figure 4.

Figure 3

Roles and Responsibilities in Group Counseling Practices

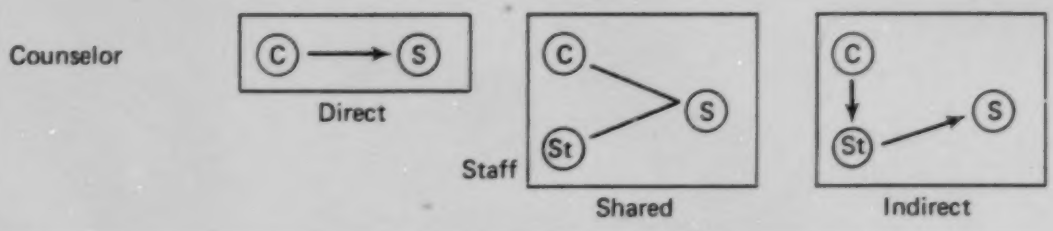
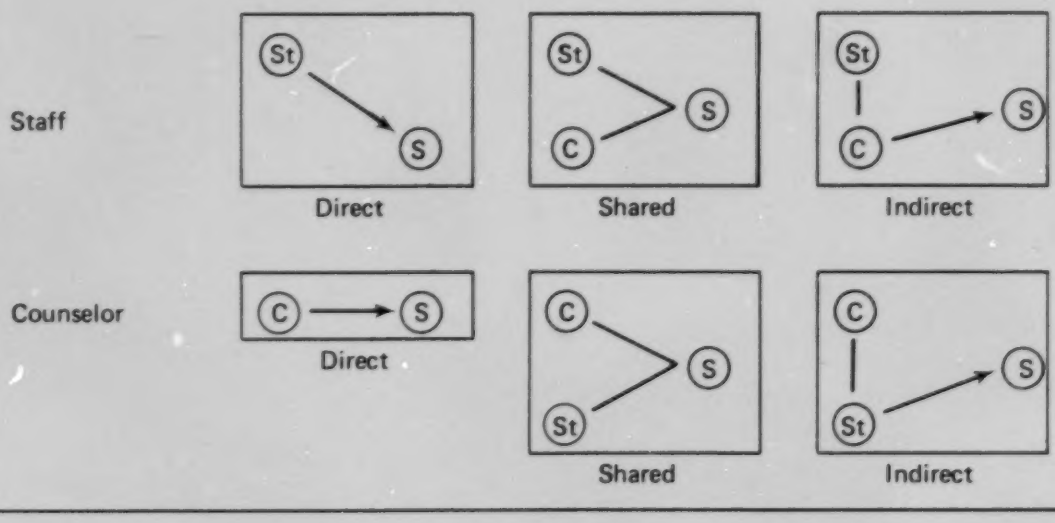


Figure 4

Roles and Responsibilities for Subject Matter and Nonsubject Matter Career Guidance Practices

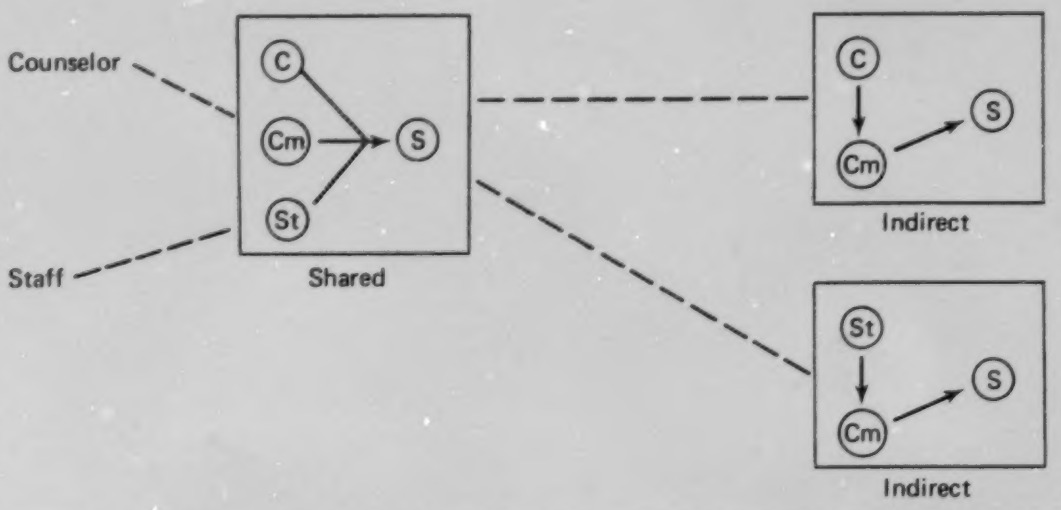


Community-centered career guidance practices are designed to meet broad-based needs found throughout the community. These practices are interventions designed to involve the community in facilitating the career development of students. The roles and responsibilities for the counselor and staff members are presented in Figure 5.

The following chapters describe several practices for each of the categories defined above. The descriptions of these practices and the procedures used in developing them should be useful to rural school personnel. However, not all of the practices described will be appropriate for every rural

Figure 5

Roles and Responsibilities
for Community-Centered Career Guidance Practices



school. Many of the practices can be adopted for use with minor modification to meet the unique needs of most rural schools. In addition, the ideas presented should spark interest in developing unique career guidance practices for homes, schools, and communities in rural settings.

To assure handbook practicality, the identification and development of the career guidance practices which follow were accomplished by the involvement of twenty-two teachers and counselors in rural settings. These rural educators provided direct input and cooperatively developed portions of the following chapters. Their work was facilitated by individuals, who have taught, counseled, administered programs, resided as community members, or studied in rural America settings.

CHAPTER II

HOME-CENTERED CAREER GUIDANCE PRACTICES

Valija Axelrod
Karin Stork Whitson

The importance of the family in the social, emotional, and cognitive growth of the child has long been recognized. The family system is an important vehicle for deliberate intervention in the life of a child. Career development and guidance activities which use home life as the center for learning are described in this section. Parents are important role models for their children and the interaction with their children provides them with unique opportunities for introducing a variety of experiences. However, there appears to be a great need for more knowledge, understanding, and skills on the part of parents in dealing with family interactions. Home-centered career guidance practices are in part designed to build the strengths of the home environment.

There are many ways for parents to be involved in various aspects of their child's career development. For example, family members can provide cultural, recreational, and work opportunities for children. Parents can facilitate meeting their children's needs by maintaining open communication with the school. They can involve their children in family decision-making. They can provide information about and exposure to occupational or role alternatives in which their children express an interest. Parents can provide opportunities for their children to accept responsibilities in the home and community.

The school can be instrumental in developing parent awareness of the many ways in which career development can be facilitated. Books, discussion groups, counseling groups, and classes aimed at teaching specific skills can be used by the school as ways to reach parents. The role of the school in home-centered guidance is to spark the interest for home-centered guidance practices. After the initial generation of ideas and suggestions, the school assumes a secondary role in home-centered guidance.

Five practices which enhance the quality of the home as a learning center are described in some detail. Each presents a unique approach to building upon the strengths of the home environment, as well as the interests and skills of parents.

FAMILY TRAVEL UNIT

One major problem of initiating home-centered guidance is overcoming parental resistance. Parents are often resistant to what they feel is the school's overstepping its boundaries by interfering in their personal lives. This practice attempts to overcome the resistance by presenting materials to parents in a very nonthreatening way. The approach used is to present a number of suggestions which are perceived as enjoyable in a situation where most families are involved in some way or another.

Travel with the family provides many opportunities for career development experiences. A travel unit is a unique approach for gaining parent involvement in providing learning opportunities for children. Travel is an activity in which most families are involved in some way or another. A travel unit can serve to increase students awareness and understanding of many occupations. Units for other activities, both leisure time and work-related, could be developed using a similar approach.

First of all, the activity that serves as the unifying theme for the unit must be clearly defined. In developing the *Family Travel Unit*, travel is defined as follows: Travel is involved anytime the family rides in a vehicle. It includes trips to the local grocery store, trips to nearby cities, short pleasure rides, or specifically planned trips. Travel encompasses the time spent in driving and any situation where the family is away from its home base. The following list is related to travel:

1. short ride
2. long distance ride
3. stop at roadside park
4. overnight stop
5. stop at filling station
6. stop at any site

After stating the definition, it is necessary to present a wide variety of suggestions to parents that could result in both increased enjoyment and learning for the family. A brainstorming session with teachers and students is a useful way of generating these suggestions. The list from such a brainstorming session would produce a list of suggested learning activities. During the brainstorming session, all suggested ideas should be noted. Exhibit A-II illustrates a list of possible activities. A list of this type provides further direction in developing the unit.

Additional ways of identifying possible activities also may be used. For example, there are a variety of commercially prepared books that describe games and other activities which, with slight modification, can be adapted to meet career development objectives.

The teacher should examine all career guidance objectives that might be achieved in outside school settings. Learning activities that are likely to lead to the attainment of these objectives should be given primary consideration for inclusion in the unit.

Selected learning activities should then be described in greater detail and categorized according to a predetermined scheme. For example, the activities to be included in the travel unit could be organized in three major categories: family pre-trip planning activities; car games; and activities for stops. Exhibits B-II, C-II, and D-II provide suggested activities.

Putting the Unit to Use

After a useful list of suggested activities has been compiled, it has to be made available to parents so it can be put to use. Parents will often be more receptive to new ideas if they perceive them as helpful suggestions rather than if they perceive the ideas as something they are obligated to do.

One method of notifying parents is by a letter or flyer sent home with the child from the classroom teacher. A sample flyer is presented in Exhibit E-II. In most instances, parents have a closer rapport with their child's teacher than with other school staff or administration. In writing this type of letter, the teacher should be certain to present the material in a positive tone.

The learning experiences then become parent-, or possibly even, child-initiated. From this point on, the school can only hope that many parents are taking advantage of the suggestions provided.

In some situations it may be helpful if the teacher introduces some of the activities in the classroom. This will serve to familiarize the students with some of the rules of the game.

Evaluation

The teacher may wish to make an attempt to obtain some definite feedback on the effectiveness of the unit. Two approaches may be used to gather this information. The teacher may include an evaluation form at the end of the unit asking the parents to identify the learning activities that were particularly helpful to them. Exhibit F-II depicts a sample evaluation form. Suggestions for improving the unit should also be obtained. The second way for teachers to evaluate the materials is through informal feedback from the students in their classes.

EXHIBIT A-II

Brainstormed Activities for Traveling

1. Count the jobs seen in one mile
2. Plan mileage-itinerary
3. Memory game–"I went on a trip and I took _____"
4. Advertising slogans–rhymes
5. Cities–next name begins with last letter
6. Notice farm equipment
7. "My next job will be _____"
8. "Guess what is in the truck"
9. Research what might be seen in chosen area
10. Plan tours or visits in one layover
11. Plan budget for a trip
12. Collect samples (rocks, sand, shells)
13. Predict weather
14. Estimate speed of other vehicles while driving
15. List varieties of trees, flowers, animals
16. Alphabetical games–jobs, equipment, tools
17. Suffix games–er, ist, ian, ee, man
18. Draw a plan for a farm, city, factory
19. Plan a menu–tell where to get each item
20. Interview game–guess the job
21. Password
22. Find the occupation first (baling hay, filling tank)
23. Scavenger hunt
24. "Buzz"
25. Map reading

10

EXHIBIT B-II

Family Pre-Trip Planning Activities

1. Tips in planning an itinerary

   - plan new route to places you visit frequently
   - travel scenic routes rather than freeways when possible
   - mark a map to indicate your route
   - contact local Chamber of Commerce for places of interest
   - follow a certain theme in planning a vacation

2. Tips for recognizing what you may see

   - check map for geographical sites—e.g., rivers, lakes, mountains
   - identify uncommon vegetation and wildlife that you expect to see enroute
   - visit local library before your departure to identify points of interest

3. Plan budget for the trip

   - travel costs
   - meals
   - lodging
   - miscellaneous

4. Plan menus that can be prepared at roadside parks

5. Prepare family first aid kit

   - gauze bandage
   - sterile gauze dressings
   - triangular bandage
   - sunburn ointment
   - insect repellent
   - soap
   - tweezers
   - scissors
   - adhesive bandages
   - adhesive tape

EXHIBIT C-II

Car Games

1. "Job Interview"

   Rules: One player plays the role of an employer interested in hiring a person for a job. This player asks a series of questions related to what the person must be able to do. As soon as anyone can guess what job the person has in mind, a new game begins. An example follows:

   1st player: "Can you lift 60 lbs.?"

   (others) yes or no

   1st player: "Do you know what a level is?"

   (answers)

   1st player: "Do you know how to use a plumb line?"

   (answers)

   1st player: "Do you know what a hod carrier is?"

   I KNOW—A BRICK LAYER!

2. "Occupational Mile"

   Rules: Depending upon the location, choose a limited number of miles for the duration of the game. For example, five or ten miles—see how many different types of workers you can identify. (As you pass a fire station or fire truck call out FIREFIGHTER!)

3. "Job Tool Memory"

   Rules: Pick any occupation, for example a farmer. The first person says "I am a farmer and I use a tractor." The next person builds on this original statement . . . "I am a farmer and I use a tractor and a wagon." The game continues in this manner until someone misses. This game can be played again and again by choosing a new occupation.

4. "Advertising Slogans"

   Rules: One player thinks of an object. For example—the player calls out TREE. Everyone then tries to think of a slogan for advertising a product that relates to the object.

   TREE "Plan a tree, get your fruit free!"

   COW "Buy a cow, get fresh milk now!"

EXHIBIT C-II (Continued)

5. "Occupation Train"

   Rules: First player starts with the name of an occupation for example, farming. The next player must take the last letter of the word and name another occupation.

   FARMING . . . . GEOLOGIST . . . . TEACHER . . . .

6. "What's My Job"

   Rules: One player thinks of an occupation. Other players ask questions that can be answered yes or no until someone guesses the job or players give up.

EXHIBIT D-II

Activities for Stops

1. Seeing Things Made

   Manufacturing plants such as aircraft, automotive, or appliance firms; chemical, paper, plastic, or paint plants; handcrafts or other small-crafts industries (many industrial tours are free)

2. How Cities Are Run

   Power, light, water, gas, sewage plants; police and fire stations, telephone companies; post office, hospitals; newspaper; radio and TV stations

3. How We Are Fed

   Truck and dairy farms; dairies, flour mills, bakeries; food-processing, canning, and bottling plants; stockyards and meat or poultry packing houses; beverage, candy, and ice-cream firms; city markets; food distributors

4. How We Travel

   Bus, boat, truck, railroad, subway, airplane, ferry, and shipping terminals and facilities

5. Our Heritage

   Art galleries, museums, and memorials; celebrated old homes, monuments, and other historic sites; civic centers; summer theaters and band concerts; special historic celebrations and parades

6. Our Great Outdoors

   Parks, forests, botanical gardens, cemeteries, fish hatcheries, game preserves or sanctuaries; hiking and nature trails; pools, lakes and rivers, special outdoor displays; and any recreational area suitable for family picnics, cookouts, and games

7. Nature Ramble

   This activity is simply a walk through woods where trees, insects, birds, and other signs of nature can be studied at close range.

8. Nature Scavenger Hunt

   One person prepares a sealed envelope for other family members ahead of time. The envelope contains a note: "Mr. Baker is very ill. We need medicine for him within the next half hour. We will need these things to make it: three small pine cones, two acorns, ten clover leafs, five live ants . . ." The list should be adapted to suit the area.

EXHIBIT E-II

Travel Time Fun for Your Family

EXHIBIT F-II

Family Travel Unit Evaluation

Dear Parents:

We are interested in improving the suggestions provided in "Travel Time Fun for Your Family." We would appreciate your comments and opinions. Please fill out this form and have your child return it to the classroom teacher. Thank you.

---

1. Were the suggestions for family pre-trip planning activities

   very useful ☐ somewhat useful ☐ of little use ☐

2. Were the suggested car games

   very useful ☐ somewhat useful ☐ of little use ☐

3. Were the suggestions for activities for stops

   very useful ☐ somewhat useful ☐ of little use ☐

4. The activity which I liked best in Travel Time Fun:

   _____

   _____

   _____

5. The activity which I liked least in Travel Time Fun:

   _____

   _____

   _____

6. Comments: _____

   _____

   _____

   _____

   _____

PARENT TRAINING NIGHT AT THE PUBLIC LIBRARY

"Parent Training Night at the Public Library" is a home-centered practice with a number of advantages including the following:

1. It provides an opportunity for parents to improve their parenting skills,
2. It provides an opportunity for parents to appreciate the individual skills, abilities, and needs of their children, and
3. It provides a pleasant learning experience.

The purpose of this practice is twofold—to provide instruction in the use of the library and to open avenues of self-fulfillment in the home. The library allows the family to share learning experiences. It also serves as a resource for factual information and for leisure reading material.

A primary reason for many families not taking advantage of the offerings of a library is that they do not know how to use it. Consequently, they are afraid of it. The knowledge and experience gained from participation in a training night at the library will help alleviate these fears and lead to family involvement in the use of the library.

Developing the Program

Proper planning is understandably essential to an effective training night program. One of the first phases of planning would be to decide on the information that should be made available to the parents. Included in this information might be the answers to the following questions and any others parents may ask:

1. What is a library?
2. How does a library work?
3. What services can/does this library provide (reference service, special orders, e.g., inter-library loans)?
4. What special activities are available through this library (e.g., films, guest speaker series, story-telling hours)?
5. How does one apply for a library card?
6. What days/hours is the library open?

Allowing time for parents to ask questions will reinforce the helping aspect of the training night programs.

How to Get Started

A training night program may come about in response to complaints by parents about their inability to use the library effectively. These complaints may be directed at a teacher or counselor who will assume the responsibility for helping find a solution. This person will contact the public librarian and help make arrangements for an evening open house in the library.

The open house will feature a program designed to promote the services of the library, instruct parents in the use of the library, and make parents feel comfortable in the library atmosphere. A sample program is shown in Exhibit G-II.

Invitations to attend the open house may be sent home to the parents with their children. The students may even wish to write the invitations to their parents.

Planning the Training Night Program

Planning the program agenda will enable those responsible for the program to avoid the embarassment of a poor presentation and an uncoordinated schedule of events. A preliminary schedule might contain the following items:

1. Greetings by the librarian followed by a short presentation of the use and services of the library. A filmstrip could be used in the presentation.

2. A story-telling session would be demonstrated. The person in charge of this activity would tell a short story (five minutes) demonstrating this technique for generating children's interest in books and reading.

3. A short skit could be presented by the students to demonstrate the use of the library. This can be as elaborate or simple as time, space, and facilities at the library afford. Each child will represent a section of the library and will be dressed to illustrate the part or will carry an illustrated poster. Each child will move to stand by the section of the library she/he represents and will tell briefly about that section. The following examples of what the children may say could be written in verse or prose.

   a. "I am the card catalog. I am alphabetically organized, and I help locate information by subject, title, or author."

   b. "I am the subject card. The first piece of information on me tells what the book is about."

   c. "I am the title card; author card; reference section; encyclopedia; atlas; dictionary, etc."

4. The librarian will provide any other needed information in response to parents' questions.

5. Parents will take part in a follow-up activity. They will be separated into teams.

   Lists of questions will be constructed and may contain the following:

   a. What is the population of Montana?

   b. Name three rivers in Europe that flow north.

   c. Give dictionary definition of the word *career*.

   d. How many definitions are given for the word *"run"*?

The teams of parents will be asked to locate the answers to these questions in the resources available in the library. A sample game sheet is presented in Exhibit H-II.

6. An explanation will be given of how to sign up for a library card and the opportunity to do so will be provided.

7. Time will be provided to look around, check out books, and/or records, look at periodicals, etc.

8. Refreshments will be provided.

EXHIBIT G-II

Program

Parent Training Night at the Library

Time: 7:00–9:00 p.m.

Place: Green Valley Public Library

When: Monday, October 5

7:00	–	Greetings
7:05	–	Survey of the Library–Mr. Evans
7:30	–	Story Telling Time–Miss Walnut
7:45	–	"This is Your Library"–Skit by Sixth Grade Class
8:15	–	Questions on Presentations
8:25	–	Game–"Getting to Know the Library"
8:40	–	Library cards
		Signing out books
		Fellowship
		Refreshments

EXHIBIT H-II

Game Sheet

Getting to Know the Library

Your team may obtain the answers to the questions from any source available in the library. The answers must come from a source in the library; they may not be just what you think they might be. The object is to see how many answers can be obtained in the allotted time of ten (10) minutes.

Questions

1. Give the dates of the Dark Ages.
2. Give the population of Montana.
3. Name the five *longest* rivers in the world.
4. How many definitions for *"run"* can you find in the dictionary?
5. How many books can you find in the library on the subject of *toads*?
6. Who was the first woman doctor in the U.S.?
7. Name Walt Disney's seven dwarfs.
8. Find a picture of the first man on the moon.
9. What major calamities occurred in the U.S. the weekend of August 1, 1976?
10. What was the date of the first recorded earthquake?

PARENT DISCUSSION GROUPS

Parent discussion groups can be formed for developing concepts and building skills necessary to facilitate the positive developmental growth of children. Parents can do much to provide the proper affective and cognitive climates for their child's growth, if they are prepared to do so.

The parent is an active participant in this strategy. In general, parent discussion groups are based on principles of group dynamics. The overall goal of these discussion groups is to build a support system within the group so that parents can help each other through the process of sharing.

Two different types of discussion groups can be used. The first type is based on an unstructured format where the discussions are open ended. A trained leader is not required in this approach. The other type of approach is a structured one using trained leaders who cover specific topics. Skills-oriented parent discussion groups are based on the belief that parents can learn behaviors that will help in the development of their children. With either approach, parent discussion groups help parents function effectively in their parental role.

Procedures for Initiating Parent Discussion Groups

There are various ways in which parent discussion groups can be formed. One such approach is that a teacher or counselor, who may also be a parent, could personally contact three or four highly interested and concerned parents to serve as a core group. The purpose for such a group (hopefully leading to the formation of more groups in the future) would be explained to these parents. This core group could then decide which approach (structured or unstructured) would being about the best results.

A second method on contacting parents could be through a letter which presents the ideas of forming a parent discussion group that could possible give them some help in becoming more effective parents. The date, time, and place for the initial meeting should be included in the letter. The idea that parents could help one another by sharing their thoughts with other parents who have common concerns in their family lives should also be presented.

Another means for starting this type of group could be to present the suggestion during parent-teacher conferences or meetings. It is quite likely that small groups would evolve in varying neighborhoods of the school district.

Topics to be Considered

After a group is organized, books or articles in publications could be sources of subjects for discussion. Perhaps after the initial meeting of the group, a well-known book, selected reading therefrom, or an article could be chosen for discussion at the next meeting. The following three books are suggested as possible discussion topics:

1. *Between Parent and Child* by H.G. Ginott. New York: Macmillan, 1965.
2. *Parent Effectiveness Training* by T. Gordon, New York: Peter H. Wyden, 1970.
3. *Transactional Analysis* E. Berne, New York: Grove Press, 1961.

Note that whatever reading is selected should be readily available in the community. Frequently, a local bookstore will be happy to place a special order for books if notified in advance. Bear in mind the cost which should be kept to a minimum. In most cases, the parents will work out a system of sharing readings among themselves.

After the assignment of a reading, participants would read the material and be prepared to present their reactions at the next meeting. This type of discussion would be appropriate in the unstructured method.

If the group uses the more structured method, the leader could conduct the discussion with certain objectives in mind. Broad topics which could be used to focus on specific skill building are presented in the following list:

1. Communication between parent and child
2. Discernment and decision-making for teen-agers
3. Child rearing practices
4. Home activities to enhance school achievement
5. Leisure time activities to promote individual development
6. Development of active listening skills for parents

Planning for Structured Parent Discussion Groups

A trained leader will have to be identified for conducting the parent discussion group after a goal has been clearly established. This person will be instrumental in planning the details for the method of presentation including small and large group discussions, role playing, etc. and for providing any necessary materials.

Conducting Structured Groups

1. The leader should determine what the parents' level of performance is prior to the session.
2. The objectives which the leader hopes to have the parents achieve should be explained to all participants.
3. The leader will present the conceptual information to provide the parents with background information.
4. The leader may use small group techniques for carrying out simulation exercises designed to help parents practice new skills.
5. The leader should help the participants integrate the newly learned behaviors through discussion.
6. The leader should also make an attempt to evaluate the effectiveness of the learning experiences provided.

Outcomes of Parent Discussion Groups

Many benefits may be realized by the participants of parent discussion groups. Through meeting over a period of time with the same people, each person could receive some, or possibly all, of the following benefits.

1. Increased awareness (through) sharing with others
2. Change in attitudes
3. Improved communication skills (sending and receiving)
4. New knowledge
5. Increased self-confidence
6. General broadening of horizons

Parent Discussion Groups—Application

Ms. Donna Appleton, the school counselor, who also teaches English at Green Valley Junior High School, is aware that a number of parents of teen-age students are developing concerns over problems they feel they are not adequately prepared to meet and solve. Through her counseling duties, she receives many requests from parents for suggestions on how they can recognize, accept, and solve various problems. Ms. Appleton believes that parent discussion groups could be effectively used with beneficial results.

Mrs. Harry Knight, Mrs. Susan Wood (a young widow), and Mrs. Sam Baker are contacted to get their reaction to the idea of forming a parent discussion group. All three mothers are receptive. Mrs. Wood offers the use of her home for the initial meeting and a date is set. They each agree to contact and try to secure two or three other interested persons.

Ms. Appleton agrees to develop the initial session and to serve in a leadership capacity. Developing the skill of active listening is chosen as the topic. The subject is introduced by having the parents break into trios and practice the technique of paraphrasing after this has been explained to them. A paraphrasing exercise is described in Exhibit I-II. In order to determine if parents have learned the new skill, they are asked to complete the form shown in Exhibit J-II.

At the end of a designated time period, the parents return to a large group discussion. Each presents a self-report on how they feel the experience has enlightened them.

EXHIBIT I-II

Paraphrasing Exercise for Parent Discussion Group

For the next fifteen minutes, you are to have a discussion in your trio about the four major ideas presented to you. The following are special instructions to which you must adhere throughout the entire fifteen-minute discussion.

1. Each time you wish to speak, you must first repeat in your own words what was said by the person who spoke before you. This restatement is called PARAPHRASING.

2. Once you have paraphrased the previous speaker, you must secure the speaker's okay that your paraphrase was a correct one.

3. If it was not correct, you must try again until the speaker agrees. It may be necessary to ask the speaker to state again what was said.

4. After the speaker agrees that you have paraphrased correctly, you may proceed to say what you have to contribute.

The purpose of paraphrasing is to be certain that you understand what other persons mean by what they are saying. That is why it is so important to repeat the meaning in your own words.

This exercise will help illustrate how often we fail to work at understanding others. Many times a person's thoughts are racing ahead to what she/he wants to say. As you will discover, it is not practical in everyday situations to paraphrase every statement. If you doubt your understanding of what another person is saying, it will be essential to keep these guidelines in mind.

EXHIBIT J-II

Evaluation Form for Parent Discussion Group

1. Paraphrasing is

   a. quoting as nearly as possible the person who just spoke.

   b. interpreting the meaning of the person who just spoke.

   c. repeating in your own words the person who just spoke.

2. The reason for paraphrasing is to

   a. share your interpretation of what the other person meant.

   b. be sure you understand what the other person meant.

   c. show that you are listening to other person.

Answers:

1. c
2. b

PROBLEM SOLVING IN THE HOME

When any number of people live together in a home situation, it is expected that they will not always think or feel similarly about issues and ideas. When the issues affect the individuals personally, emotions become involved and conflicts can become troublesome and disturbing to the entire family. Satisfactory resolution to disagreement is a far better answer to such problems than is dealing from the parental position of power.

There are several methods which parents can employ to recognize and deal with problems that arise in their children's lives. The objective of employing these problem-solving methods is to involve family members in identifying problems, confronting them, and developing personal responsibility for discovering solutions satisfactory to all concerned. The development of problem-solving skills will assist in conflict resolution and will lead to increased acceptance of differences among family members and an appreciation of the variations in ideas which exist among them.

Emotionally charged conflicts are difficult to resolve. The problem-solving methods suggested below, therefore, center around an objective fact-supported analysis of the situation.

Method 1—"Mock Trial by Jury"

Frequently when members of a family experience conflicting viewpoints, an argument or disagreement arises for which there is no apparent solution. One method of dealing with such a situation is to have both sides of the argument presented in a mock courtroom setting. Family friends facing similar situations can be asked to participate in the courtroom procedures.

A participant, representing those who are in the role of plaintiff, will prepare and present evidence supporting that position. A representative for those in the role of defendant would do the same. Other participants would act as judge and jury trying to render a just decision. Guidelines for the trial proceedings would be established by the participants. The possibility exists that in some cases it will not be possible to reach an agreement satisfactory to all involved. However, the use of this technique will generally lead to the gaining of a broader understanding of the views held by participants supporting both sides of the issue.

Method 2—"Magic Circle"

Another technique that can be used to resolve conflicts among family members is the "Magic Circle." This method involves having family members seated comfortably in a circle. The seating arrangement makes it easy for the members to maintain eye contact.

The "Magic Circle" has three major phases: (1) sharing, (2) summarizing, and (3) analyzing. The sharing phase allows the involved members to state their positions and explain their support of the position. During the summarizing phase everyone is given an opportunity to ask questions, clarify the reasons for the argument, and make certain they understand all sides of the issue being discussed. Participants in the "Magic Circle" are not to judge or place values (e.g., good, bad, right, wrong) on the statements or behavior of other participants. The analyzing phase deals with the information obtained during the sharing and summarization phases and, hopefully, evolves into a satisfactory resolution of the conflict.

Throughout the phases of this experience four basic rules must be observed:

1. Each participant must listen attentively to whomever is speaking.

2. Only one person may speak at a time.

3. The person speaking may say anything without it being held against her/him after leaving the circle.

4. Persons not present in the circle may not be discussed.

This technique, when used correctly, will increase communication among family members, will heighten their awareness of self and others, will develop personal relationship skills, and will increase acceptance among the participants both of themselves and of others.

Method 3–"Debate"

This method of problem solving among family members is similar to the "Mock Trial by Jury." The difference between the two is that the "Debate" does not employ a judge and jury. Factual evidence is presented by the parties who are involved in the conflict situation.

The debate should be preceded by adequate planning. Such planning will allow participants on both sides of the issue to present strong and factually supported arguments. Family members should be encouraged to use any resources available in support of their arguments.

Problem-Solving in the Home Application

Eddie Brown, a ninth grader at Green Valley Junior High School, is eager to own a motorized bike because a number of his friends own them. His father is in sympathy with the idea, but his mother is violently opposed to it. Many heated family arguments have resulted from these differences of opinion. Finally, Eddie went to his school counselor for advice. Ms. Appleton suggested the mock trial as a problem-solving technique.

When Eddie suggested this technique to his parents, they agreed to try it. They invited several families having the same problem to participate in the mock trial. Participants representing each side of the argument (plaintiff and defendant) agreed to gather factual information to support their sides of the case. They used many different sources for information such as the police, the state highway patrol, the library, and motorized bike manufacturers.

The judge and jury were chosen and a date for the trial set. In selecting the jury, care was taken to have equal representation from supporters of both sides of the argument. When the scheduled trial date arrived, the court was convened. Eddie's side presented the following points of information in support of their argument.

1. The benefits of earning and saving money for the initial purchase.

2. The continued responsibilities for upkeep and repairs.

3. The knowledge of safety rules.

4. The opportunity to learn small motor repairs.

5. The providing of a means of personal transportation.

6. The use of the bike to run family errands.

The position that Eddie's mother and some others took was supported by the following factual information.

1. The identification of numerous traffic fatalities involving motorized bikes.

2. The cost involved in the initial purchase and for upkeep.

3. The inconsistency of a young person being granted privileges without having demonstrated proof of responsibility.

4. The fear of riders' not following safe vehicle operating practices.

When both sides had presented their arguments supported by the information that they had been able to gather, the final decision was reached by the jury. The ruling was that Eddie be granted permission to buy and maintain a motorized bike. However, the stipulation also was made that certain responsibilities and limitations be agreed upon in relation to the privilege of owning and maintaining a bike.

CAREER DEVELOPMENT FOR PARENTS SERIES

Home-centered guidance is likely to be more effective if parents and other family members who influence the child's development have the necessary knowledge and skills to facilitate positive growth. The "Career Development for Parents Series" is a series of programs presented to interested persons and parallels some of the ideas used in the school's career guidance program for students.

There are some essential elements which should be considered in developing a series of programs designed to build parent awareness and, thereby, influence the career development of children in the home. A series of this type should not be developed without considering WHY such programs are necessary and WHAT can be achieved through their use.

Program Goals

There are many goals on which this series can be based. Initially, it may be wise to concentrate the first series on one particular aspect of career development, such as increasing knowledge and skills in the areas of self-understanding and interpersonal relationships. Areas of consideration may include:

1. awareness of self and others
2. values clarification
3. relationship skills
4. communication skills
5. decision-making skills

Scheduling Series

The first year's series should consist of no more than five program presentations. The program dates should be spread out over the calendar year. A sample program for parent education is shown in Exhibit K-II. In most rural areas, the series will attract a greater number of participants if the presentations are scheduled in the evening. For a program series of this type, where each program presentation may build upon earlier learning experiences, it may be wise to limit enrollment for the series. A good enrollment number is approximately twenty-four participants. This number allows for large group discussions as well as numerous small group activities.

Planning Presentations

The planning for each program presentation can be effectively accomplished through a team approach. Parents, teachers, and other interested individuals should be involved in program planning.

The overall series presentations should be designed as soon as the goals and objectives are clearly defined. At this time, an attractive announcement should be prepared to publicize the series.

The planning team for the Green Valley Career Development for Parents Series suggested the following outlines of ideas for the five sessions in the series (Exhibits L-II, M-II, N-II, O-II, and P-II). The detailed planning was left to the leader of each individual session.

EXHIBIT K-II

Career Development for Parents Series

(Programs to Help You Help Your Child)

Presented by

Green Valley Schools

Session I	"Human Needs" September 22 (Thursday) 7-9 p.m. (A discussion of basic human needs and the responses they may prompt)
Session II	"Who Am I? Who Are You?" November 3 (Thursday) 7-9 p.m. (The foundations and types of human relationships and expressions of feelings are explored)
Session III	"Fears and Phobias" January (Thursday) 7-9 p.m. (Why are we afraid of the things we fear)
Session IV	"Facing Change Periods in Life" March 16 (Thursday) 7-9 p.m. (Exploration of the major change periods in the life of the school child)
Session V	"Adolescence" May 11 (Thursday) 7-9 p.m. (Coping with teen-agers)

LIMITED ENROLLMENT! SIGN UP NOW! Call 486-3655, Extension 23.

EXHIBIT L-II

Session One

"Human Needs"

A. Suggested Leadership

1. Psychologist
2. Social Worker
3. Counselor

B. Program Structure

1. Have participants complete a brief questionnaire.
2. The leader describes basic human needs which may have prompted certain responses.
3. Participants break into small groups to discuss the reasons for selected behaviors.
4. Participants convene into a large group for a wrap-up session.
5. Evaluate effectiveness of session.

C. References

1. Need questionnaire
2. *Values Clarification*, Simon, S.B. et al., New York: Hart Publishing Company, 1972.
3. *Toward a Psychology of Being*, Maslow, Abraham.

D. Large Group Activity

1. Offer a dollar to any individual who wants one. Offer as many as five one-dollar bills.
2. After giving away the dollar bills, discuss the following questions:
   a. What did the individuals do to get the dollar bill?
   b. Do we value people more than something we want?
   c. Can you think of times when things are more important than people?

EXHIBIT M-II

Session Two

"Who Am I? Who Are You?"

A. Suggested Leadership

1. Psychologist
2. Guidance Counselor
3. Sales Person

B. Program Structure

1. Group participants in teams of two and have them interview each other to find out "who the other person is."
2. Have team members introduce each other to the group.
3. Have the other participants make note of the kinds of questions that were probably asked to obtain the information.
   a. For example, was the information related to employment? . . . to education? . . . to family background?
   b. Did the second interviewer on the team obviously ask the same questions as the first?
   c. Were the answers guarded?
4. Group leader describes foundations and types of human relationships and expressions of feelings.
5. Small group discussion.
6. Have participations evaluate effectiveness of session.

C. References

1. *Why Am I Afraid to Tell You Who I Am?*

EXHIBIT N-II

Session Three

"Fears and Phobias"

A. Suggested Leadership

1. Psychologist
2. Clergy
3. Counselor

B. Program Structure

1. Small groups brainstorm to compile a list of things people fear.
2. Groups attempt to identify sources of these fears (e.g., frightening experiences).
3. Leader categorizes fears and relates them to basic human needs.
4. Small groups discuss case histories and offer ways to calm given fears.
5. Participants evaluate effectiveness of this session.

C. Questions for Group Discussions

1. How do fears and phobias affect job choices?
2. How do family members develop fears and phobias based on dangers involved with jobs?

EXHIBIT O-II

Session Four

"Facing Change Periods in Life"

A. Suggested Leadership

1. Teacher
2. Psychologist
3. Guidance Counselor

B. Program Structure

1. Leader describes major change periods in life of a school child.
    a. Starting school
    b. Changing from a self-contained classroom to a departmentalized system
    c. Puberty (increased dependence on peers)
    d. Entrance into world of work (part-time jobs)
    e. Graduation
2. Small groups discuss positive and negative attitudes which children may display when these changes occur.
3. Large group discusses ways in which parents can help create positive attitudes toward change.
4. Participants evaluate effectiveness of session.

EXHIBIT P-II

Session Five

"Adolescence"

A. Suggested Leadership

1. Psychologist
2. Guidance Counselor
3. Clergy
4. Physician

B. Program Structure

1. Group shares problems of adolescence that are of concern.
2. Parents contribute alternative solutions to problems that they may have tried.
3. Leader's presentation includes some of the following topics:
   a. Who owns the problem?
   b. Possible barriers to communication
   c. A problem-solving approach
   d. Family rules
4. Participants take part in small group discussions to facilitate skills in coping with problems of adolescence.
5. Participants evaluate effectiveness of session and overall Career Development Series.

CHAPTER III

SCHOOL-CENTERED CAREER GUIDANCE PRACTICES

A GROUP COUNSELING MODULE

Helen Davis Rodebaugh

Many times students experience activities in school that are determined by group majority needs and may or may not apply to each individual within the group. A variety of options exists allowing educators to address the needs of all students. One of these is counseling (individual or group). Because of the large number of students and activities that require the time of the rural counselor, small group counseling is often considered a very effective technique. Group counseling also allows for valuable input by and potential participation of other staff members in the process.

The group counseling techniques presented in this chapter are based upon Gazda's group counseling theory. While these techniques may or may not relate to other guidance activities in the home, school, or community, they do relate to the development of skills involving self and interpersonal relationships, career planning and decision-making, and life role assumption, and can be adapted to grades K-Adult. It is assumed that the counselor/educator facilitating these techniques is familiar with human development theory and has a basic understanding of group dynamics and that the participants are involved in the activities by personal choice.

The practices for group counseling which follow, for the most part, are representative of goals related to various developmental levels proposed in the *Life Role Development Model*. By definition, the unique aspect of group counseling, based on small group interaction, provides opportunity to focus on and explore aspects of cognitive, affective, and psyhomotor development in the process of goal attainment.

The primary purpose of this section of the handbook, then, is to provide a variety of examples of group counseling practices which may be used to supply guidelines for local data-based planning or, in some instances, for direct implementation. These examples represent strategies of teaming, role playing, orientation, simulation, and peer counseling. Within each of these major strategies is a variety of secondary techniques which, based on local options, may be embellished, combined, or reduced for effectiveness. By this means, various needs which are to be addressed may be met. The potential for combining any or all of the examples increases the number of possibilities for successful implementation.

The facilitator familiar with the underlying assumptions of these practices has a simple but critical task, that is, relating the practices to fellow staff members. This task is the key to a teaming effort and an essential part of effective programming. Further, sharing this kind of information can be most effective if done in an interesting and "evolving" way. It is through the valuable input and expertise of school staff that practices such as these can work. Staff *must* know this and, when

possible, they should be included in the planning. This is particularly true if their students are involved and if group counseling activities are "substituted" for the regular classroom experience.

Implementing these practices becomes a relatively easy task after support is established and wise use made of all valuable resource persons. Keeping the staff informed regarding plans, actions taken, and results achieved will be necessary for maintaining effective relations. Student and staff involvement, thereby, should increase significantly.

Students will experience career related activities and may begin to facilitate their own career development through the following practices.

Group Counseling Practices

Practice 1

KIDS AND COMPANY
A Primary Practice:

Kids and Company, a counselor/teacher teaming strategy which provides mini-group classroom career counseling experiences for primary children.

Practice 2

POTENTIAL STARTERS AND STOPPERS
An Intermediate Practice:

Potential Starters and Stoppers, a role playing strategy which provides interpersonal skill development for secondary children.

Practice 3

OPERATION DISCOVERY
A Junior High Practice:

Operation Discovery, an orientation strategy which provides acclimatizing entry experiences for junior high and post-junior high students.

Practice 4

BUDDY LINK
A Senior High Practice:

Buddy Link, a peer counseling strategy which links senior high students and post-high counselors (peers) to facilitate entry into various life roles.

Practice 5

SINK OR SWIM
A Post-High Practice:

Sink or Swim, a simulation gaming strategy which provides mini-group classroom career counseling experiences in value clarification.

The Group Counseling module is composed of five specific career counseling practices: *Kids and Company, Potential Starters and Stoppers, Operation Discovery, Buddy Link,* and *Sink or Swim.* Each practice consists of an introduction; facilitator's guide containing the purpose, goals and objectives, procedures, and application references; and exhibits to faciliate module use. The *Kids and Company* practice contains additional examples for rallying support and assessing individual needs which also may be adapted to the other practices.

The collection of practices was especially developed for students in rural settings focusing on the major *Life Role Development Model* domains of self and interpersonal relations, planning and decision-making, and life role assumption. These practices are tools to facilitate the evolvement of group counseling for the career development of students.

KIDS AND COMPANY

Have you ever thought about being a part of a company? Or wondered perhaps, how you might fit in? Have you thought about what you have to offer that you feel very good about? How do you feel about you? What are your feelings about your ideas and the ways that you share them? How do you feel about the way you do things? And what are your feelings about things that you make either by yourself or with others?

These are special feelings that are important. Important because they affect everything that you do—now and throughout your lifetime. One way of beginning to look as these feelings is with a game such as *Kids and Company* played with your counselor and teacher and a small group of your friends in your school. You will begin by making your own job application, taking part in job interviewing, attending company meetings, making many decisions, and taking action on those decisions. Good luck on your new job with *Kids and Company*.

Facilitator's Guide

Children have very "special feelings" about themselves, their ideas and related conversations, their actions, and things that they produce in school. In fact, these feelings are very similar to those of adults in their place of work. Because children become adults, and their school settings are replaced with work settings of one nature or another, these special feelings become extremely important. They are important at the earliest age in school, and last throughout each developmental stage in their lives.

Kids and Company is designed for primary children in kindergarten through grade three. Primarily, it is a strategy for initiating group counseling by teaming the counselor and primary teachers to cooperatively address "special feelings" in mini-groups within and between kindergarten through third grade classrooms. Secondly, *Kids and Company* is an identification technique for forming small groups of children who may require longer periods of time and a variety of modes of involvement before goal attainment is possible. And finally, through *Kids and Company* participation, needs may be identified which neither can be adequately addressed in the mini-groups nor in the ongoing small group counseling. In these cases, special assistance can be obtained.

Kids and Company options for group formation include single or multi-age levels. Group participants may be selected according to their similarities or differences in need areas of *Self, Ideas, Activities*, and/or *Products*. The group members may move from one group to another depending upon the judgment of the counselor/teacher facilitator and the individual needs and strengths which become apparent after initial group selection is completed.

	Practice Procedures		Exhibit References
1.	Rally school support by providing relevant data in an interesting way. Disseminate an "attention getter" flyer highlighting the need for a mini-group counseling practice for students within the school population.	A-III B-III	*Getting Ready*: A description of activities for rallying support *Bare Facts*: A practice flyer
2.	Disseminate a tentative schedule for making plans to implement the *Kids and Company* mini-group counseling practice.	C-III	*Program Post*: A tentative schedule of WHO, WHAT, WHEN

Practice Procedures	Exhibit References
3. Contact potential teacher participants (kindergarten-three) personally and provide basic practice information.	
4. Invite staff to participate through a letter with RSVP for orientation meeting.	D-III *Participant Letter*
5. Conduct orientation meeting.	E-III *Orientation* Meeting Agenda
6. Provide mini-group counseling in-service.	F-III *In-service* Agenda
7. Collect individual needs information.	G-III a-d—*Application Blank*
a. application blank b. assessing individual needs c. score needs assessment d. complete code cards for each student e. develop list of potential roles for each code card	H-III *Instructions for Assessing Individual Needs* I-III *Needs Assessment* J-III *Scoring Instructions* K-III *Planning Kids and Company Roles* L-III *Bank Box*
8. Conduct mini-group sessions	
a. *Hiring On!* b. *Setting Quotas* c. *Boss' Bonus* d. *Troubleshooting* e. *Company Expansion*	M-III *Hiring On* N-III *Interviewing* O-III *Setting Quotas* P-III *Boss' Bonus* Q-III *Success Story* R-III *Troubleshooting* S-III *My Worker Feelings* T-III *Company Expansion*
9. Conduct evaluation to determine effectiveness.	U-III *Evaluation*
10. Plan company actions for ongoing and special needs.	

EXHIBIT A-III

Preparation

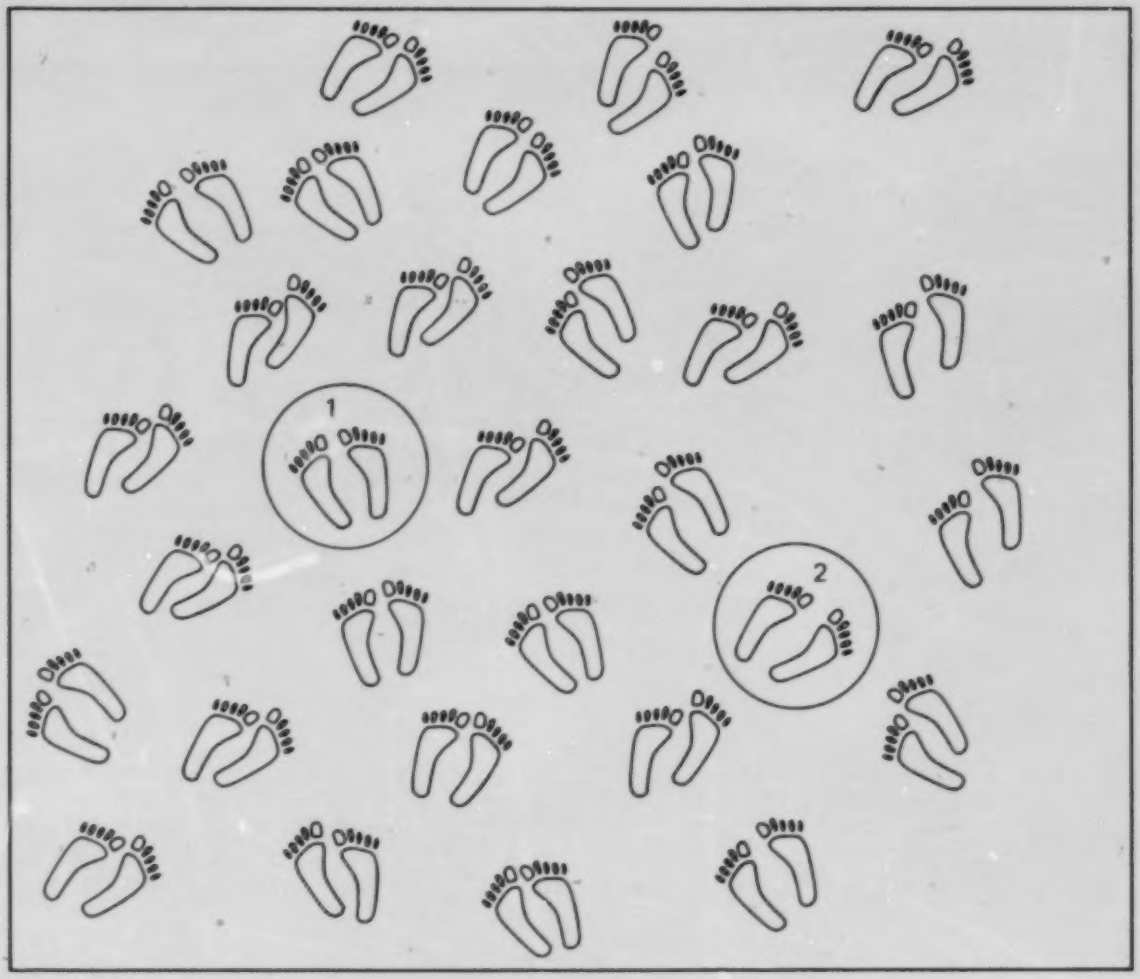
Getting Ready

Rallying Support

A simple way to introduce *Kids and Company* to your school is by circulating an "attention getter" flyer with eye opening information relevant to your population. A second flyer should follow several days later describing the special *Kids and Company* activities with tentative times and places. A personal contact is important to best describe the purpose of the practice, followed by a letter for verification, and an invitation to attend an orientation meeting to explain general procedures. Through in-service, participating staff members may formulate plans for involving parents, assessing individual student needs, determining mini-group parameters, and facilitating sessions.

EXHIBIT B-III

THE BARE FACTS ARE . . .



Of the thirty students who left their prints, only TWO (2) will complete a college education according to our State Department of Education 1976 statistics!!!

These students' futures are dependent upon their "special feelings" about themselves, their ideas and what they say, what they do, and the things that they produce.

Would you like to get a handle on these career guidance needs and do something about them? Watch for . . . *KIDS AND COMPANY.*

EXHIBIT C-III

Program Post

KIDS AND COMPANY

The *Kids and Company* practice for primary students is to be offered in our school. It is designed to address those "special feelings" students, grades K-3, have for understanding themselves, their IDEAS and related conversations, their ACTIONS, and what they make or their PRODUCTS. These "special feelings" impact significantly on each child's career development. Career guidance through mini-group classroom experiences will begin next week! The tentative schedule is:

Weeks	Activity	Minimal Tim
First	Teacher/Counselor Orientation Meeting	thirty minutes
Second	Teacher/Counselor In-service Meeting	one—two hours
Third	Assessment of Individual Needs	thirty minutes
Fourth	Group Assignments	thirty minutes
Fifth	Topic I	one or more hours
Fifth	Topic II	one or more hours
Sixth	Topic III	one or more hours
Seventh	Topic IV	one or more hours
Eighth	Topic V	one or more hours
Ninth	Evaluation of Outcomes	one—two hours
Tenth	Ongoing Group Assignments	fifteen minutes
Eleventh	Referral	thirty minutes

CAREERS ARE LIFETIME THINGS!

EXHIBIT D-III

Letter of Invitation

August 1976

Dear _____:

You probably have been wondering about the meaning of *Kids and Company*. It is a very simple career guidance practice for addressing some rather difficult but extremely important "special feelings" of primary grade (K-3) students in our school. It is a way of getting to know our students better as they simulate life role experiences, addressing SELF, IDEAS and CONVERSATION, ACTIONS, and student PRODUCTS.

Kids and Company is designed to be used with counselor/teacher teams working with mini-group career guidance and counseling activities. It is a program which allows for participant flexibility. Grade levels may be mixed, inter-group identified needs may be homogeneous or heterogeneous, and counselors/teachers facilitating the group activities may meet with several different groups. Or, all groups may be matched with facilitators for the duration of the program.

This practice for facilitating career development includes the necessary resources for identifying needs, model goals and practice objectives, planning and implementation procedures, and tools for evaluation.

Your unique contributions can enhance *Kids and Company* is our school. Won't you join us next week on _____ at _____, for further information? The meeting will last approximately thirty minutes.

Sincerely,

_____
Guidance Counselor

RSVP

CLIP AND RETURN

Yes, I want to know more about _____!
I (will/will not) be able to attend the orientation meeting
on _____ at _____.

Signature

EXHIBIT E-III

Meeting Agendas for Staff

Share with staff:

I. Data revealed in the "attention getter" flyer

II. The importance of positive student feelings regarding Self, Ideas, Activities, and Products

III. How *Kids and Company* can impact on students to increase skills in self and interpersonal relations, career planning and decision-making, and life role assumption

IV. "Program Post" information regarding planning and implementation roles, responsibilities, and time requirements for *Kids and Company*

V. Reaction from staff who have implemented similar kinds of practices with results of their efforts

VI. Plans for practice implementation with parent involvement

EXHIBIT F-III

Meeting Agendas for Parents

Share with parents:

I. The importance of positive student feelings regarding Self, Ideas, Activities, and Products for facilitating career development

II. The description of *Kids and Company* activities to increase skills in self and interpersonal relations, career planning and decision-making, and life role assumption

III. Demonstration of an actual *Kids and Company* activity for skill development

IV. The implementation plans with timelines to include evaluation and feedback

EXHIBIT G-III

Kids and Company **Application Blank**

I am the only me in the world of work!

My name is _____

My nickname is _____

I am _____ years old

My birthday is _____

My hair is _____ My eyes are _____

I am _____

My ideas are _____

I do _____

I make _____

I like to _____

I am good at _____

My favorite things are _____

_____

I am best at _____

My family and I enjoy _____

_____

My friends and I like _____

_____

My schoolmates and I hope to _____

_____

My counselor/teacher and I hope to _____

_____

EXHIBIT H-III

Instructions for Assessing Individual Needs

Administration–

1. Demonstrate by marking an X in the box that *best* describes how you *REALLY* feel. Follow-up the second item with how you *WISH* you felt.

2. Read each question aloud.

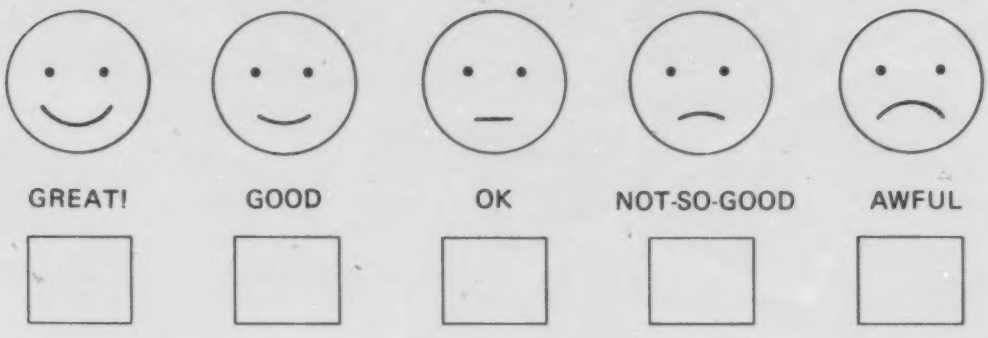
3. Allow time for each student to mark their "choice" before reading further.

4. Explain as briefly and simply as possible for students who *do not* understand the instructions.

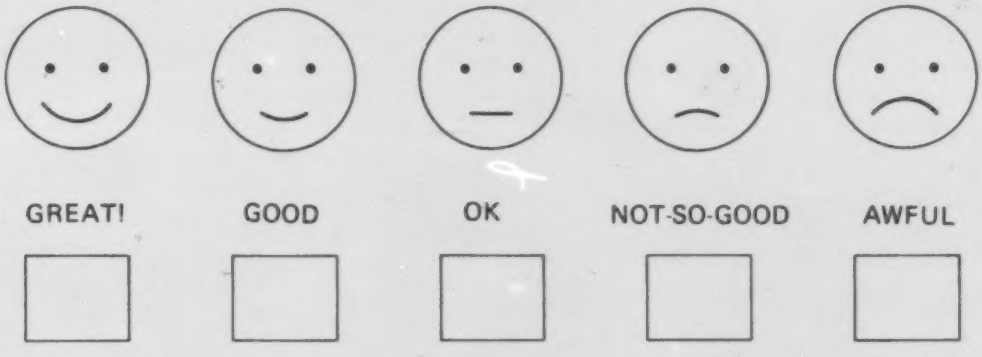
EXHIBIT I-III

Assessing Individual Needs for . . .

1. HOW *DO* YOU FEEL ABOUT YOU?



2. HOW DO YOU *WISH* YOU FELT ABOUT YOU?



3. HOW DO YOU FEEL ABOUT YOUR IDEAS AND THE THINGS YOU SAY?

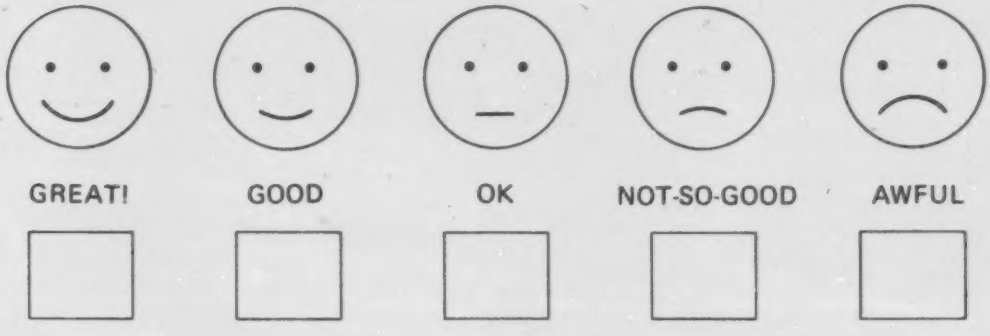


EXHIBIT I-III (Continued)

4. HOW WOULD YOU LIKE TO FEEL ABOUT YOUR IDEAS AND THE THINGS YOU SAY?

GREAT! GOOD OK NOT-SO-GOOD AWFUL

☐ ☐ ☐ ☐ ☐

5. HOW DO YOU FEEL ABOUT THE THINGS THAT YOU DO?

GREAT! GOOD OK NOT-SO-GOOD AWFUL

☐ ☐ ☐ ☐ ☐

6. HOW WOULD YOU LIKE TO FEEL ABOUT THE THINGS THAT YOU DO?

GREAT! GOOD OK NOT-SO-GOOD AWFUL

☐ ☐ ☐ ☐ ☐

EXHIBIT I-III (Continued)

7. HOW DO YOU FEEL ABOUT THE THINGS THAT YOU MAKE?

GREAT! GOOD OK NOT-SO-GOOD AWFUL

☐ ☐ ☐ ☐ ☐

8. HOW WOULD YOU LIKE TO FEEL ABOUT THE THINGS THAT YOU MAKE?

GREAT! GOOD OK NOT-SO-GOOD AWFUL

☐ ☐ ☐ ☐ ☐

EXHIBIT J-III

Scoring Instructions for Assessing Individual Needs

The *odd* numbered items reflect feeling about "real" status and the *even* numbers reflect the "ideal." Each choice is rated according to the following values:

5 4 3 2 1

The difference between the "real" and "ideal" scores are (D) or Difference Scores. Subtract the smallest from the largest as illustrated below.

Real 3 Ideal 5

5 − 1 = 4D	5 − 2 = 3D	5 − 3 = 2D	5 − 4 = 1D	5 − 5 = 0D
Extremely High Need	Very High Need	High Need	Need	No Need

The higher the D score, the greater the need is according to the instrument.

1. Determine the D score for:

a.	Self	Items 1 and 2
b.	Ideas/Talk	Items 3 and 4
c.	Actions/Behavior	Items 5 and 6
d.	Products/Things	Items 7 and 8

EXAMPLE:

			Ideal		Real		
a.	Self	OD	(5	–	5	=	0 Difference)
b.	Ideas/Talk	3D	(5	–	2	=	3 Difference)
c.	Actions/Behavior	2D	(5	–	3	=	2 Difference)
d.	Products/Things	4D	(5	–	1	=	4 Difference)

2. Prioritize the company tasks by selecting the highest (D) score first. If D scores are equal, flip a coin.

EXAMPLE: Priority Ranking

a. Products/Things
b. Ideas/Talks
c. Actions/Behavior
d. Self

EXHIBIT K-III

Planning Kids and Company Roles

Participants' programs for role experiences should reflect the order of their needs identified through the assessment instrument or supportive dialogue. In order to provide opportunity for experiences using student strengths, each child should have a specific *Kids and Company* code which can be referred to quickly by the counselor/teacher, and which shows needs in a prioritized manner. Using the data from the Needs Assessment Instructions for Adminstration and Scoring, a code card might read:

Code Card

Jody K. Smith — Name

2 — Grade

D. (4)	PRODUCTS (e.g., Salesperson for unique things that she/he has made)	D._____
B. (3)	IDEAS/CONVERSATION (Designer/trainer for showing and telling about outstanding ideas she/he has)	D._____
C. (2)	ACTIONS (e.g., Builder/painter for demonstrating developed skills she/he has)	D._____
A. (0)	SELF (e.g., Person/worker for sharing success with others)	D._____

The (D) scores or Difference scores are prioritized with the highest need ranking first. In the case of Jody, she indicated that her feelings about the things she actually made herself and her wishes regarding those feelings differed very strongly. Thus, as a counselor/teacher facilitating the *Kids and Company* sessions, a number one priority would be providing opportunities to focus upon positive experiences that Jody could share through role playing or actually sharing information about unique things that she had made.

EXHIBIT L-III

Bank Box

Facilitator develops and deposits worker role company options which reflect Code Card data:

Product related	four options
Ideas/Conversation	three options
Action	two options
Self	one option

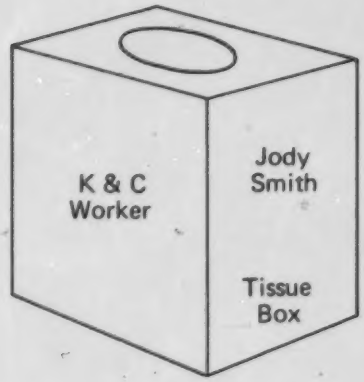


EXHIBIT M-III

Topic 1

Hiring On

The first *Kids and Company* session begins with each group member taking action to "Hire On." The counselor/teacher takes the lead with the other members acting as a company hiring committee. Before the interview begins, the group should discuss the "do's" and "don'ts" of interviewing, with the leader paying particular attention to the need (D) score areas of each child. The first interview begins with questions stemming from the child's application blank and the code cards using basic identification information only. (D) scores are on the "QT." As each of the children are interviewed, remember to highlight, emphasize, and affirm strengths in prioritized need areas. As the group questions begin to flow and role playing begins, the facilitator will want to carefully assess company roles which could be offered each child. These should provide experiences to enhance positive feelings in the (D) score areas. Take the time required to be effective; close the session while students are enthused rather than when they begin showing signs of boredom. Return for interview and hiring practice for as many sessions as necessary to provide interviews for all participants and to facilitate active exchange.

*Have each student bring a tissue box or a similar container for their bank box for the next topic, "Setting Quotas."

EXHIBIT N-III

Do's and Don'ts of Interviewing

1. The interviewing process is to facilitate role playing. Interviewers should begin with positive general statements such as:

   Q. Tell us all about what you think a boss or worker might do in the company.

   A. Well, I think . . .

   instead of,

   Q. Do you know what a worker in an XYZ Company does to produce ABC?

   A. No or Yes

   Remember, the group task is to affirm strengths of self and others and to facilitate the development of new or stronger skills.

2. The success of this session is highly dependent upon the strong lead of the facilitator. Subtle structure will have to be established rather quickly so students can begin interacting early in the session.

EXHIBIT O-III

Topic II

Setting Quotas

Setting quotas begins with the counselor/teacher reflecting where the company was going in terms of company goals and worker roles at the close of "Hiring On." After coming to a decision as to the nature of the company that the kids are going to operate, each worker draws a worker role out of their bank box. It is at this time that the group members discuss the kind of attire and props they would like to use for future company meetings and work. A system of rewards through the use of play money, tokens, etc., will need to be determined for future sessions.

Keep the session short. It is to "get acquainted," and for the counselor/teacher to begin assessing the direction that the group would like to go in terms of company goals and worker roles. Plan worker sessions to determine, collect, and store resources such as

- materials
- equipment
- attire/props

Determine space and time requirements per activity. Develop a reward system for various uses of workers' time and energy.

EXHIBIT P-III

Topic III

Boss' Bonus

The company meeting opens with each worker taking turns sitting in the boss' chair. As the boss, she/he tells the company members a short success story about himself/herself, his/her ideas, his/her actions, or products which qualified him/her for his/her new job in the company. After the success story, the treasurer (counselor or teacher) provides each worker with one or two Boss' Bonuses for each worker's bank. Each worker takes turns describing what the boss's success story is and gives the boss a bonus for the information.

Workers should have either one or two bonus items for each participant in the group. Each worker who feeds back to the boss and passes out all bonus certificates receives a Worker Bonus from the treasurer.

It becomes the worker's advantage to (1) listen and (2) repeat the boss' success story information. Depending upon the degree of success experienced in this opening meeting session, a second, and maybe even a third session might be necessary in order for each child to be a boss to share information and for each child to be a worker who is a "listener" and "reflector."

EXHIBIT Q-III

Success Story

The purpose of a boss' success story is to provide the opportunity to share and feed back positive information with others. Try to understand the various things the boss' story includes.

The following are some questions that you might ask the "boss" to facilitate his/her story.

1. Can you tell about the different jobs you have liked beginning with your first job and ending with your present boss' job?
2. What caused you to join *Kids and Company*?
3. Where did you learn how to be a boss and worker?
4. How did you find those jobs you liked?
5. When did you decide to join *Kids and Company*?
6. What is the most fun part of your job?
7. What kind of experiences would help others find out if they would enjoy doing a job like yours?
8. What jobs do you think you might have in the future?

EXHIBIT R-III

Topic IV

Troubleshooting

The *Kids and Company* troubleshooter meetings are to brainstorm a variety of problems after completing *Worker Feelings* which is related to problems and solving them. Each worker draws a situation out of the "complaint" box. Two should be developed for each participant in the group. The complaints should each be developed by the counselor/teacher relating, if possible, to the participant application blank. They should be extremely brief and simple. Workers take turns assuming the "troubleshooter" role and describing the problem to the group as they relate worker feelings and the worker situation.

EXHIBIT S-III

My Worker Feelings

I feel happy when _____

_____

_____

I feel sad when _____

_____

_____

I feel angry when _____

_____

_____

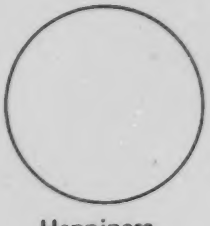
I feel proud when _____

_____

_____

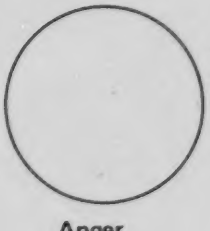
Worker Feelings

Fill in the faces.

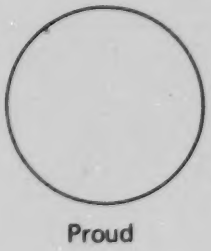


Happiness

Sadness



Anger



Proud

EXHIBIT T-III

Topic V

Company Expansion

The last topic of *Kids and Company* is to plan the expansion of the company, which means new jobs, new roles for workers, new experiences for bosses, new ideas for rewards and bonuses, and new plans to handle old troubleshooting problems.

This can be the point at which new group participants enter, or students within the company groups exchange groups. The individual needs within the group may require the leader to vary members with either similar or different (D) scores to facilitate company action. Another option for *Kids and Company* continuation might be for "special" participants demonstrating further needs. Other forms of assistance may be required at this time.

EXHIBIT U-III

Evaluation

The *Kids and Company* topics for interaction in the group counseling sessions may be evaluated as to effectiveness for students by students, for students by staff, and for students by parents. A very simple way of assessing effectiveness for students by students would be by administering the needs assessment instrument as a post-tool also. Then, based upon the differences in (D) scores from pre- to post-change, they can be objectively identified. Any subjective data collected through the sessions are valuable for planning future sessions with students, staff, and parents.

Example

Instructions and Student Program Evaluation

Please administer the Evaluation for Students. Ask the students' parents to complete the evaluation regarding the general program and their child's feelings about self, ideas, activities, and products.

Thank participants for contributing their efforts for data collected and program development.

	Activity	Super	Average	Fair	Poor
1.	Hiring On	☐	☐	☐	☐
2.	Boss' Bonus	☐	☐	☐	☐
3.	Setting Quotas	☐	☐	☐	☐
4.	Troubleshooting	☐	☐	☐	☐
5.	Company Expansion	☐	☐	☐	☐

In Closing . . .

Wanting to feel super about yourself as a person is only the beginning to fulfilling the wishes that you have for yourself.

Kids and Company has been shared with the hope that you now have developed more positive feelings about yourself and your ideas, and those conversations where you share those ideas, activities, and things you make.

And now you are on your own! Remember, as you go to school each day, that you are a special person. You do have many very good ideas. You have many interesting ways of sharing those ideas with others. You can do many things very well as you take action on your ideas. And, there are many things that you have made by yourself and that you have made with others that are special.

POTENTIAL STARTERS AND STOPPERS

A common group counseling practice is role playing. Role playing is a particularly effective small group counseling technique because of the variety of potential strategy combinations which can be used.

The implementation of this practice entitled *Potential Starters and Stoppers* provides students with the opportunity to apply interpersonal skills in relating with people in their environment. Major strategies which are incorporated in this specific practice are modeling and tutoring. *Potential Starters and Stoppers* is for intermediate school participants. For students to be identified as a participant in such a group, they first must indicate a need for this interpersonal skill exercise by means of an assessment instrument or dialogue which qualifies them for inclusion. After the need has been established, the students will become a part of a "Situation Learning" group in which (1) an initial circumstance is described, (2) the various roles are defined, (3) the participants assume roles, and (4) a resolution is achieved. Roles are then reversed or circumstances are altered to allow each student to role play from a different perspective. This opportunity generates a variety of options from which students may perceive and act on a problem.

A second group that the students experience is termed "Societal Practice" in which various satire roles are defined. Students assume structured roles. The roles are enacted in a variety of circumstances. This technique reveals the effectiveness and ineffectiveness of specifically identifiable roles.

Practice Objectives

To facilitate interpersonal skill development (Sociodrama) through structured group interactions.

To facilitate interpersonal skill development (Psychodrama) through unstructured group interactions.

To facilitate problem resolutions through application of interpersonal skills.

---

1. Rally support.
2. Disseminate practice information.
3. Conduct orientation and in-service meetings.
4. Conduct needs assessment to identify individual needs.

Adapt Exhibits A–J-III from *Kids and Company*

5. Form groups of:

   a. Sociodrama
   b. Psychodrama
   c. Sociodrama and Psychodrama

Exhibits V-III–*Potential Starters and Stoppers*
W-III–*Sociodrama*
X-III–*Psychodrama*
Y-III–*If . . . Then*

6. Conduct two, one-hour weekly sessions for a six week period.

7. Evaluate practice effectiveness to determine whether to terminate, continue, or make referrals. ⟷ Exhibit Z-III–*Evaluation*

EXHIBIT V-III

Facilitator Instructions for Students

Potential Starters and Stoppers

As you change and grow through your lifetime, you will be constantly faced with situations. The way that you approach these situations will determine how effective you are or want to be as a person. In order to begin looking more closely at the relationships which actually do exist in given situations, we are going to role play and look at our potential starters and stoppers that result. Use the *"If . . . Then"* form to assist your thinking.

EXHIBIT W-III

Sociodrama

One way of examining various situations is by the learning method or sociodrama technique. Solving problems and making decisions about those problems in certain situations is sometimes difficult for students in your age group. Because we want to work on some of these by "role playing" which is much like play action, we will set several group rules which need each student's endorsement if we are to actually solve some specific problems. The first rule is that of *honesty*. Should you not participate or try to avoid a problem at hand; this, for instance, would be considered dishonest. The second rule is that of *responsibility*. This, quite simply is behaving consistently with your stated beliefs. The third rule is explained as *helpfulness*, which is honestly assisting others in the group to work on their specific roles. The last rule is that of *action* which is agreeing to be actively involved both in and out of the group sessions.

Do you have questions about any of the four rules: honesty, responsibility, helpfulness, or action? Can you agree to follow these four important rules?

As a member of the group, we will be learning about different types of roles we play in the school setting. Although we try to be consistent in our behavior, we sometimes are not. Thus, we will assume roles called: (1) placating, which is generally blaming ourselves, (2) blaming, blaming others, (3) super-reasonable, reasoning every situation to not become emotionally involved, (4) irrelevant, ignoring or withdrawing, and (5) congruent, consistent.

Can you think of examples of each of these behaviors (placating, blaming, super-reasonable, irrelevant, and congruent) that you have seen?

As a group we will take turns and see how much each of these roles feel and how they work with other people.

EXHIBIT X-III

Psychodrama

Another way of looking at situations that you experience is to carefully explore the many different options people have in a given set of circumstances. By exploring together, you with your group will be able to "brainstorm" a variety of solutions to the problems you select to role play.

Do you recall any particular problem situation which has occurred recently, perhaps something you have seen on TV or read about?

Your group facilitator will help you to simplify the problem you decide to explore so that it can be clarified and new suggestions for new approaches to problems can be role played. To do this we will all work together to form some new ideas that might work or be effective.

After your group role plays the situation that you have described, you will stop and discuss it and try several other ways suggested by others in your group. You will want to talk about the potential starters and stoppers of the problem situation that each person describes.

After the most effective approach is agreed upon by the group, you will rehearse it together until it seems comfortable, remembering to use those ideas that you identified as potential starters.

You will then practice potential starters in similar situations at home and school and see what happens in the real setting. When the group meets afterwards, we will discuss our experiences.

EXHIBIT Y-III

If . . . Then

A Role Playing Group Counseling Practice

Describe a situation: If . . . _____

_____

_____

Then . . .

STARTERS	STOPPERS

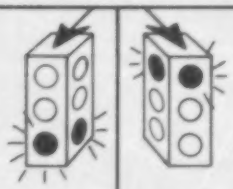


EXHIBIT Z-III

Evaluation

The *Potential Starters and Stoppers* practice effectiveness may be evaluated in a number of different ways. Suggestions might be

- a pre- post-comparison of potential starters and stoppers developed by students
- a student demonstration of the various roles specified in sociodrama
  - placating
  - blaming
  - super-reasonable
  - irrelevant
  - congruent
- a student description and demonstration of role playing rules
  - honesty
  - responsibility
  - helpfulness
  - action
- student identification and demonstration of a variety of alternatives in a problem solving situation with ability to perform effective methods of solution

OPERATION DISCOVERY

How many times have you found yourself in a new situation with new people, new activities, and making decisions about new directions for you? Change affects different people in different ways. One form of change which has been focused on is that of students entering high school. *Operation Discovery* is a group counseling practice to help you "bridge the gap" between your middle or junior high and senior high school environment and experiences. Adjusting to "newness" can be a real challenge, particularly as you begin to sort through the kinds of information which allow you to discover and meet your individual career development needs. One of the multitude of ways to discover needs would be through mini-group discussions.

Facilitator's Guide

The following practice is intended to help bridge the gap between educational levels, e.g., from elementary to middle school, middle school to high school, high school to college, and two-year college to four-year college. For the sake of brevity, we have chosen a practice for the student entering high school. This orientation practice should be carried out before or as soon as possible after school starts. It may last for approximately fifteen or eighteen sessions.

After identifying a group of students who feel they wish to interact with a counselor for an in-depth study of themselves, the counselor should find a time and area where *Operation Discovery* can take place.

In addition to introducing the students to the school, *Operation Discovery* seeks to expand students' awareness of all the factors involved in helping them make a decision as it affects their career choices. This is accomplished by a variety of activities.

These experiences will enable the individual to utilize the essential skills necessary to gather, organize, and evaluate information for effective decision-making.

Students will:

- have had an opportunity to preview school rules and policies
- examine their interests, aptitudes, and talents as they relate to career exploration
- explore values as they relate to career decision-making
- survey the opportunities that are available to them during and after high school

Practice Procedures	Suggestions for Success (Objectives and Exhibit References)
1. Facilitate a discussion group based upon student handbooks that were distributed prior to this first meeting regarding school rules and policies.	← → To orient the students to school rules and policies

Practice Procedures	Suggestions for Success (Objectives and Exhibit References)
2. What can students expect from this group counseling practice?	⟷ To present your goals for the group so that students may know what to expect from *Operation Discovery*
a. That they must actively participate in striving for goals that they make rather than those that are made for them.	
b. That they will explore their likes, dislikes, strengths, weaknesses, and needs before choosing a job.	
c. That they will be able to establish a channel of communication between themselves and others who can help them learn more about themselves, e.g., parents, teachers/counselors, religious persons, community resource people, brothers, sisters, neighbors, and close friends.	
d. That they will be able to use this information to explore career roles and find jobs or job areas that seem to fit their individual talents and needs.	
3. Ask the students to fill out information check sheets to begin exploring knowledge of themselves. (Retain this and all information for their individual folders which is something they can use after the group, or choose to have placed in their permanent folders for safe keeping and future reference.)	⟷ Exhibit AA-III–*Self Evaluation.* Explain that once they begin to answer questions, they will be able to explore careers and life styles that will complement their individual talents and needs.
a. Start with the explanation of need to *know yourself*. Answering the question *"Who Am I?"* means writing down some very personal things about yourself (your experiences, your likes and dislikes, your goals or values, your talents, etc.)	⟷ To realize that choosing a career is a life-long process that requires considerable time and effort
b. Choosing a career is a very personal thing and all information in this notebook will be confidential between you and your counselor, unless *you choose* to share it with someone else.	
c. Reinforce the idea that answering the question *"Who Am I?"* and choosing a career are life-long processes.	

Practice Procedures	Suggestions for Success (Objectives and Exhibit References)
4. Disseminate and collect "sharing" sheets. You may or may not provide paper depending upon your financial resources.	← To help the students become aware of their personal needs and development.
a. Facilitate interest exploration. The best way to set career goals is to find out something about your interests. You will be looking at a number of ways. Probably the most interesting to you will be the results of the OVIS (Ohio Vocational Interest Survey) you will take.	← Exhibit BB-III—*Sharing*
b. While waiting for the results of the OVIS, answer questions to the *Self-Interest Inventory*.	← Exhibit CC-III—*Self-Interest Inventory*
5. Have students answer the self-inventory questions.	← To help students understand their values and how they affect job choice and decision-making
*a. Have students describe why three things in their wallet, purse, or on their person are valued.	
b. Have students make a list entitled "Twenty Things I Have To Do." Tell them to note cost, work, etc. of twenty activities they enjoy.	
c. Facilitate value exploration through the use of *Unfinished Sentences*, e.g., "I like people who . . ."	← Exhibit DD-III—*Unfinished Sentences*
**d. Establish values through *Values Exercise* to know which are most important to them (one being most important and twenty-seven being least important) and discuss the potential for change of value priorities.	← Exhibit EE-III—*Values Exercise*
6. Return and interpret results of OVIS.	← To have students complete any part of their personal folder they have been able to complete

*Adapted from *A Handbook for Career Guidance Counselors*, developed by the Department of Vocational and Technical Education/College of Education, University of Illinois, Urbana.

***Job Preparation Units*, San Bernadino County Superintendent of Schools Office.

Practice Procedures	Suggestions for Success (Objectives and Exhibit References)
a. Examine the options available to students during high school: clubs, extracurricular activities, work-study programs, vocational high school option if it exists in your school system, college prep courses, etc. b. Examine choices students have available to them after high school: e.g., college community or two-year college, private trade-technical school, military service, marriage, employment, etc.	
7. Tell the students how important it is for you to know their feelings about *Operation Discovery*, and together plan groups for future "freshman" in high school.	⟷ To have students explore the opportunities that are available to them during and after high school
8. Evaluate *Operation Discovery* for future planning.	⟷ Exhibit FF-III—*Operation Discovery—Evaluation*

EXHIBIT AA-III

Self-Evaluation*

Name _____

Place a (+) beside each item where you are above average, a (–) beside each item where you are below average, and a (=) beside each item where you are average. Place an (0) if the item does not relate to you.

---

1. Health	____	14. Shop grade	____
2. Allergies	____	15. Mech. Draw. grade	____
3. Eye Sight	____	16. Art grade	____
4. Muscular control	____	17. Music grade	____
5. Hearing	____	18. Gym grade	____
6. Physical strength	____	19. Clerical grade	____
7. Weight	____	20. Social Science achievement	____
8. Height	____	21. Science achievement	____
9. English grade	____	22. Math achievement	____
10. Math grade	____	23. English achievement	____
11. Science grade	____	24. Reading achievement	____
12. Social Studies grade	____	25. Reading speed	____
13. Home Ec. grade	____	26. Vocabulary achievement	____

27. My job today is going to school and gaining an education. In five years I see myself doing:

_____

_____

28. In ten years I see myself doing: _____

_____

29. Which do I prefer? Use (L) for like, (D) for dislike, and (I) for indifferent:

a. To work with things (motors, textiles, test tubes, etc.) _____

b. To work with people _____

*Parts of this evaluation are derived from the Department of Vocational and Technical Education, College of Education, University of Illinois, Urbana.

EXHIBIT AA-III (Continued)

c. To work with facts and ideas (writing, figures, research) _____

d. To work indoors _____

To work outdoors _____

e. To work in urban communities _____

To work in rural communities _____

f. To move about _____

To have a permanent home _____

30. What extracurricular activities do I enjoy most? _____

_____

_____

31. What do I do in my spare time? _____

_____

_____

32. What are my hobbies? _____

_____

_____

EXHIBIT BB-III

Sharing

What would you like to share–

1. About your family? Are you living with one or more adults? Who are they? How many brothers and sisters do you have? Where have you attended school?

2. About the things and events that have been important to you in your life?

3. About things you like about yourself? What you don't like about yourself?

4. About your feelings about yourself and others? Do you like to be with people? Do you enjoy being by yourself? What kind of things do you like to do with other people? Alone?

5. About your priorities? What things in life are most important to you?

EXHIBIT CC-III

Self-Interest Inventory

1. What are your most interesting school subjects?_____

_____

_____

2. What are your least liked school subject?_____

_____

3. Do you prefer to work

   Indoors? ☐

   Outdoors? ☐

4. List your hobbies or interests._____

_____

_____

5. I am most interested in (check as many as you wish):

   a. Mechanical work ☐

   b. Working with numbers ☐

   c. Scientific work ☐

   d. Work with hands ☐

   e. Sales work, advertising, public relations ☐

   f. Helping people provide services ☐

6. In what ways would you like to improve yourself for the future?_____

_____

_____

_____

_____

EXHIBIT DD-III

Unfinished Sentences

Explore your values by finishing the following stems of sentences.

1. I like people who _____

2. The greatest experience I had was _____

3. I do well at _____

4. My major strengths are _____

5. I could do better at _____

6. Things I would like to learn to do well _____

7. The one thing I most want to accomplish in the future is _____

EXHIBIT EE-III

Value Exercise

Explore your values further by rank ordering each of the 25 items (1 = highest, 25 = lowest)

Rank order these items 1–25

You may fill in the blank item.

_____ Politics
_____ Religion
_____ Work
_____ Leisure
_____ Knowledge
_____ Love
_____ Family
_____ Material Possessions
_____ Culture
_____ Friendship
_____ Money
_____ Health
_____ Laws
_____ Self-respect
_____ Happiness
_____ Freedom
_____ Security
_____ Success
_____ Power
_____ Understanding
_____ Skill
_____ Equality
_____ Honesty
_____ Trust
_____ _____

EXHIBIT FF-III

Evaluation

1. Do you feel this group helped you in understanding yourself better?

   Yes ☐ No ☐ ? ☐

   Explain _____

   _____

   _____

2. Which was the most difficult group session for you to complete?

   Discussion ☐ Handout ☐

   Explain _____

   _____

   _____

3. Which session did you feel was least important to you?

   Discussion ☐ Handout ☐

   Explain _____

   _____

   _____

4. What could be added or taken out to improve the group practice?

   _____

   _____

   _____

BUDDY LINK

Now that senior high school is coming to a close and you are thinking about the decisions you have ahead of you, one of them may be in regard to employment. When, where, why, and how are you going to be spending your time and energy? Will your decisions be for only a short term? Or are you weighting out decisions which are long-range, such as identifying a specific area of work or a specific life role which requires a lifetime commitment. Regardless of the nature of your decision and the options you are exploring, others have had experience in at least similar situations. Because of their ability to identify with you, and you with them, you both can explore employment options which you had not considered. This, in turn, helps to take at least some of the "guess work" out of decision-making.

Facilitator's Guide

There are a variety of group counseling techniques which have been effective in high school students' career development. One of the most effective approaches has been identified as "peer counseling." Peer counseling, as it is addressed in this practice, will be referred to as a counseling process for a homogeneous, small group of students linked with a buddy, a peer, who has had need characteristics similar to those of the full group, but who has developed beyond that stage of need. In this particular case, the peer counselor is seen as a post-high school student. The "Buddy" is matched with counselees on sex and interests, and is seen as a model by counselee participants. Buddy counselor(s) meet with the school counselor to determine counseling session descriptions, including options for objectives, strategies, expected outcomes, and tools for evaluation. After plans are set, buddy counselors and school counselors meet with a counselee in a regularly scheduled time period at least twice weekly for a period of eight weeks. Peer counselors will meet with the counselor on a need basis throughout the implementation period.

The methods the peer counselor will use include modeling and tutorial exercises. These particular exercises are direct and indirect peer counselor responsibilities with other students providing role models also. These peer counselors implement learning drills to meet the specific needs of the individual students. These approaches may be used in small groups of two, three, and four students per peer counselor.

Research indicates that where modeling occurs most effectively, it will include:

- models of the same sex of the client
- models whom the client perceives as being of high status
- peers as they have high social power for the client
- models who are similar to the clients (Hosford, 1969)

The tutorial approach is most effective where the peer counselor, with the counselor, functions as the "system developer" to design the method, define the objective, describe the subject matter in detail, and provide special drills for facilitating career development through group participation.

Practice Procedures	Exhibit References
1. Conduct a needs assessment to identify those students who are interested in a career development topic (e.g., employment information to be addressed in peer counseling groups).	⟷ Exhibit GG-III—*Needs Assessment*
2. Determine specific needs area which can be prioritized for implementation planning.	⟷ Exhibit HH-III—*Life Role Considerations*
3. Hold an orientation session with the high school students to clarify and organize their needs. Discuss data collected on Exhibits GG and HH and selection of *Buddy Link* Exhibit II.	
4. Identify a post-high school, "A Buddy," who is able to provide a link with the student and the post-high school community. Each buddy will be matched with the counselee group based upon: • sex • status • social power • similarities	⟷ Exhibit II-III—*Peer Counselor ID Survey*
5. Hold a planning session with buddy counselors. Examine Exhibits GG, HH, and II to: • design project (six weeks) • set objectives • develop tools	↙ Exhibit JJ-III—*Planner for Buddy Counselors*
6. Implement the program:	
a. Peer Counseling Sessions	
1. Introduction and Orientation	
2. Review life career roles as they relate to data, people, and things.	⟷ Exhibit KK-III—*People, Things, Data*
3. Examine channels of entry into various life roles (e.g., necessary preparation, placement potential, work/leisure roles).	⟷ Exhibit LL-III—*Satisfiers for Me*
4. Explore methods to identify work (e.g., radio, newspaper want ads, friends) and methods of applying for and interviewing for jobs.	⟷ Exhibit MM-III—*Goal Setting*

Practice Procedures	Exhibit References
5. Explore methods of involving one's self in the role of understanding others and understanding their job expectations and requirements.	⟷ Exhibit NN-III—*Understanding Work Dynamics*
6. Discuss deciding how to keep the job and whether or not to change jobs, i.e., reviewing how career selection is a life-long process.	
7. Evaluate the program. • Send form to peer counselors • Send form to high school students • Send form to program counselors	⟷ Exhibit OO-III—*Buddy Link Evaluation*

EXHIBIT GG-III

Needs Assessment

In order to determine those students who have individual needs for peer counseling regarding employment upon graduation from high school, a simple two or three item survey can be administered:

1. Are you currently faced with decisions regarding employment after graduation from high school?

   Yes ☐ No ☐ ? ☐

   Explain _____

   _____

2. Are you interested in receiving assistance for making some decisions through additional information?

   Yes ☐ No ☐ ? ☐

   Explain _____

   _____

3. Would you be interested in exploring options for employment with a peer counselor and a small group of students with similar decisions to make?

   Yes ☐ No ☐ ? ☐

   Explain _____

   _____

EXHIBIT HH-III

Life Role Considerations

What life roles are you considering before completing high school?

What life roles are you considering upon graduation?

Assume that you have graduated from high school and that you are considering a variety of life roles. In the following spaces, indicate what you will look for and what you can realistically expect from the life role you will select.

_____

Applicant's Name

If you opt for a working role, what are your expectations?

- Rewards
- Environmental Conditions
- Activities or Involvement

If you opt for a nonworking life role, what are your expectations?

- Rewards
- Environmental Conditions
- Activities or Involvement

EXHIBIT II-III

Peer Counselor Identification Survey

This is a request for information which only you can give. Students from our school are conducting a survey to learn what former students are now doing and if they would be interested in participating in our career guidance program as a peer counselor. Please help us by giving the following information.

Name_____ Year last attending this school_____

Address_____ Phone_____

EMPLOYMENT

Presently employed? Yes ☐ No ☐ If yes, full-time ☐ part-time ☐

Job title_____ Employed by_____

Description of job_____

_____

How long have you had this job?_____ What job did you have before this one?_____

_____ What job will this one prepare you for?_____

EDUCATION

Circle the highest grade level you have completed: 12 13 14

What school did you attend or what did you enter after high school?

Name of school or program_____ Location_____

What kind of course or training?_____

HIGH SCHOOL EXPERIENCES

What courses, activities, or experiences that you had in high school were most helpful to you?

_____

_____

Thank you! Please send this information to: _____

_____

_____

P.S. We would like a personal letter from you if you have the time. We will share the letter with other students and the school staff.

EXHIBIT JJ-III

Planner for Buddy Counselors

OBJECTIVES	TOOLS
Session 1	
Session 2	Exhibit KK
Session 3	Exhibit LL
Session 4	Exhibit MM
Session 5	Exhibit NN
Session 6	Exhibit OO

EXHIBIT KK-III

People . . . Data . . . Things

1. List below activities that you find rewarding:

_____

_____

_____

_____

_____

_____

_____

_____

2. After you have finished, go back and put the following code letters:

   P – beside things that involve people

   T – beside things

   D – beside words/symbols/numbers/ideas

3. Total your People, Data, and Things code letters. This will give you some understanding about yourself as to the way you like to spend your time.

TOTALS: PEOPLE _____ DATA _____ THINGS _____

EXHIBIT LL-III

Satisfiers for Me

Think of some satisfying experiences you have had in your life. These may be achievements, successes, or simply satisfactions that made you feel good: No. 1_____
Listed below are some reasons why it might have felt good to you. Place an X before all of the reasons that helped make No. 1 feel good to you.

____A. I felt what I did was important.
____B. I used skill or know-how.
____C. I enjoyed it.
____D. I was creative.
____E. I like to try new things.
____F. I learned something new
____G. I set an example for someone.
____H. I like to meet new challenges.
____I. I received money or other rewards.
____J. I received recognition and respect from someone
____K. Others felt what I did was important.
____L. I made others happy.
____M. I received love and affection.
____N. I received the approval of others.

Review the ones above that you marked with an X: Circle the one you feel was the most important reason you felt good about it. Name four other achievements, successes, or satisfactions you have had. After each one, list the reasons (A–N) that made you feel good about it. Then circle the letter that tells the most important reason why you felt good about it.

	REASONS
2._____	— — — — — — — — — — — —
3._____	— — — — — — — — — — — —
4._____	— — — — — — — — — — — —
5._____	— — — — — — — — — — — —

EXHIBIT MM-III

Goal Setting

Check each goal to see if–

1. Is it achievable?
   a. Do you have enough time? Yes ☐ No ☐ ? ☐
   b. Does achievement rest on other persons? Yes ☐ No ☐ ? ☐
2. Is your goal measurable? Yes ☐ No ☐ ? ☐
3. Was the goal motivating to you? Yes ☐ No ☐ ? ☐
4. Was the goal of value to you? Yes ☐ No ☐ ? ☐

GOAL 1–

By 11:00 a.m._____, _____ _____, I will

_____.

This is something I want to do, and I believe it is something I can achieve.

GOAL 2–

By 11:00 a.m._____, _____ _____, I will

_____.

This is something I want to do, and I believe it is something I can achieve.

By_____

For goals that are unattainable, renegotiate and proceed to achieve success.

EXHIBIT NN-III

Understanding Work Dynamics

1. Contact several persons who are employed or are employers of persons in roles similar to those desired by the group.
2. Schedule several sessions in which they can interact with the group.
3. As a group, prepare a set of the most relevant questions which needs answers or clarification and discuss how to follow up with new information.
4. Simulate an application and interview process.
5. Simulate an employee/employer, successful/unsuccessful working relationship.
6. Simulate ways of enhancing positive relationships and turning negative relationships around.
7. Simulate a positive/negative termination process with exploration initiated by both the employee and employer.

EXHIBIT OO-III

Evaluation

Effectiveness of the practice may be measured in a variety of ways. The most useful form would be a description of the actual use of the mini-group experience in the employment process. The kinds of data to be collected should be determined by the group at the last meeting session. Through continued counselor/peer counselor follow-through efforts, it is possible to determine the most successful aspects of the session. This information can be used for future group planning.

Determining peer counselor and counselor effectiveness by defining specific roles and responsibilities related to the students' "particular" needs would be extremely beneficial. The results might be used as the basis for ongoing interactions, referral, or termination of the practice.

SINK OR SWIM

Have you spent much time analyzing the many strong or weak feelings you hold regarding any variety of issues or situations? How do your priorities vary depending upon certain sets of circumstances? To what extent do your priorities affect your decision-making when you are in a majority, a minority, or alone? And to what extent do variations in decision-making determine the effectiveness of the person that you are or the person that you are in the process of becoming?

The strengths of your feelings in a given set of circumstances, your resulting career development decisions, the degree to which you make commitments, and the reactions of others to your decisions often determine how you see yourself as an effective person. With the many factors which do come into play, decision-making can become a difficult process. *Sink or Swim* was designed for you as a simple game approach to addressing the complexities of decision-making. The process may be important at this point in your life, or, at least, it may seem so as you face decisions, decisions, and more decisions about your feelings, facts, and priorities regarding your investment of time and energy into short or long term life roles and goals.

Facilitator's Guide

Among the broad range of group counseling techniques available are those which utilize a gaming approach. The game in this strategy is played by a small group of post-high students with the counselor facilitating the gaming process to clarify those values which are important. The value statements are determined by group participants.

The students engage in the auctioning process to determine those statements which are of priority to them in a competitive situation. Following the game playing, students prioritize the same group of value statements individually. Group counseling follows based upon sessions held for groups which are first matched according to similar values, and are later matched with group members whose values differ.

The follow-up sessions include *Sink or Swim* gaming in which students list the pros and cons of holding to each value and assessing those rewards or difficulties that can be anticipated. This process assists in prioritizing decisions. The next session includes verbalization of pros and cons for group input, and the development of another priorities list.

The gaming results will reflect initial priority lists of values. In this way, a rationale for value priorities and follow-up decision-making for reprioritization, if any, is established and time and energy investment plans may follow.

Strategy for Sink or Swim

This is a group counseling activity for high school students or college students who would like to clarify their values. A group of eight to fifteen students can be identified through the inventory (Exhibit PP-III). An excellent resource person would be the study hall or psychology instructor.

Goal	Activities and/or Procedures	Resources	Suggested Time
To establish a small group of students who will be able to clarify their values	The counselor should group those students who answered No or (?) to the *inventory* question "Do you know what is important?" and those students who indicated a willingness to participate in a small group experience.	1. an empty classroom 2. a counselor 3. 8-15 students 4. Holland's inventories 5. dictionaries 6. play money, e.g., from Monopoly (optional)	7-8 sessions

Session I

Objective: To realize that different people hold different values.

Activity: Using the dictionary, complete the following:

Define values: _____

_____

Define goals: _____

_____

Activity: Values 1-26, Exhibit QQ-III.

Session II

Activity: Have students list five things which are most important to them. Collect the papers and have a student read the value descriptions while you write them on the board. Students should try to place a one word label on the descriptions of values so that the group can arrive at a list of all the values they consider to be important. Have students copy this list. Then you are ready to play a game in which you auction off each value to the highest bidder. Tell the group members that they have $2,000 to spend. If you have the money, you can give each student that amount. Next, the students should budget how much they intend to spend for each item. The sample would look like this:

List of Values	Amount Budgeted to Spend	Amount that was Bid

After all the values are auctioned off, talk about the feelings you had during the auction such as:

1. How did you feel when your highest value was bought by another student?
2. Did you ever exceed your budget?
3. How did you feel when you had money left to spend on things which you originally did not value?

Now rank your top values again. Are they still the same after the auction? Why or why not?

Session III

Activity: Administer Holland's Self-Directed Search Vocational Choice Inventory.

Sessions IV, V and VI

Activity: Use group scoring, profiling, and group analysis according to the instructor's manual for Holland's Self-Directed Search.

Session VII

Activity: In this strategy the students will search and zero in on their values.

Tear a paper into fourths:

On each slip of paper, have the students write one high priority descriptive adjective about themselves, e.g.,

- working with others
- working with hands
- being a leader
- being alone
- being popular
- being an excellent athlete

Instruct the students not to show the papers to anyone as they rank them in order of importance.

1. Take your least important value and share it with another person. Talk about it. Tell how you would feel if you wouldn't have this value. Explain the pros and cons of expressing this value.

2. Take your third least important value and tear it up. Tell how you feel about losing that part of you. For example, you might have an arm amputated. How would you have to change your behavior if you lost this value? How would this loss affect you? What could you do to change this minus or plus?

3. Take your second most important value and show it to the group. Have the group react with its perception of what this value means to you.

4. Take your most important value and keep it face down. Let the group guess what it is.

Session VIII

Activity: Have the students complete the *Decision Analysis* form. Discuss the results (Exhibit RR-III).

Session IX

Activity: Conduct *Life Line* exercise (Exhibit SS-III).

Session X

Activity: Conduct *Values: Plus (+) and Minus (0)* (Exhibit TT-III).

Session XI

Activity: *Sink or Swim Evaluation* (Exhibit UU-III).

EXHIBIT PP-III

Individual Needs Inventory

Your Name_____

Do you know what is important to you?

Yes ☐

No ☐

Place a check in *one* box only.

Would you be interested in participating in a pilot (a first time) program that would provide you with a unique small group experience to help you know what is important?

Yes ☐

No ☐

Place a check in *one* box only.

EXHIBIT QQ-III

Values 1–26

Activity: Number the following list of values according to how important each one is to you (1 being the most important and 26 the least).

_____	Politics	_____	Religion
_____	Work	_____	Leisure
_____	Knowledge	_____	Love
_____	Family	_____	Competition
_____	Material Possessions	_____	Culture
_____	Friendship	_____	Money
_____	Health	_____	Peace
_____	Laws	_____	Self-respect
_____	Happiness	_____	Freedom
_____	Security	_____	Success
_____	Power	_____	Understanding
_____	Skill	_____	Equality
_____	Honesty	_____	Trust

Have students discuss their most important and/or least important values explaining their reasons for ranking them.

Value Action

Item	Budgeted	Spent
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
Total	_____	_____
	100	

EXHIBIT QQ-III (Continued)

Value Action Examples

- A high degree of social status throughout your life
- Able to do many creative and original things in life
- Having money for the necessities of life such as: food, home, and clothes
- Helping others and making this world a better place to live
- Able to do things on your own and being alone most of the time
- Having a definite routine to follow in work and personal life
- Providing leadership in many different situations
- Variety and change in life
- Having time to do the things you want to do
- Living in accordance with your values and ideals
- Developing your intellectual capacity, increasing knowledge
- Experiencing challenging situations with opportunities for taking risks
- Having responsibility in work, and other areas of life
- Being able to use your skills, abilities, and talents
- Living an orderly and predictable life
- Being independent
- Being in contact with many different people in work and daily living
- Never feeling alone and always feeling secure
- Competing with others
- Authority over others and influencing people
- Enjoying and appreciating the beauty of many different things
- Physical activity
- Notice, attention, and recognition for the different things you do throughout your life

EXHIBIT RR-III

Decision Analysis Form

1. What decision did you have to make today?

2. How would you further define this process you described above. Check any of the following that you think would apply.

   - ☐ It was short-term in nature.
   - ☐ It was long-term.
   - ☐ It was an easy, quick decision requiring very little time, energy, and thought.
   - ☐ It was a very hard decision to make and required much time and effort.
   - ☐ It will have a direct effect on other decisions I will have to make in the future.
   - ☐ It was a typical day-to-day decision that I face regularly.
   - ☐ It was a critical decision that rarely needs to be made.
   - ☐ It was a decision that affected only me.
   - ☐ It was a decision that would directly affect others.

3. Did you need information before you could begin to look at other possible alternatives. If so, what was it?

4. What were the alternatives that you considered?

5. Did your values, interests and needs affect your decision? If so, how?

   - needs which influenced my decision—
   - values which influenced my decision—
   - interests which influenced my decision—

6. Were there other factors which influenced your decision? Other persons' opinions?

7. In what order would you rank the alternatives you considered?

8. How did you follow through? If you did not, what were the barriers you found which prevented your follow-through?

EXHIBIT SS-III

Activity: Have the students complete the *Life Line* exercise. Without exchange of words, have students mix in the room and select a partner by life line content. Discuss life line similarities and differences in individuals and then in the full group.

Life Line

Each letter identifies an event in an individual's life. Build your career life line by deciding what you thought was most important at that time in your life. Describe what decisions, if any, you had made. Record the information below.

(Birth) 0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 (Death)

	A B C D E F G H I J	
Point in Time	What event was important in your life?	What decisions did you make?
A		
B		
C		
D		
E		
F		
G		
H		
I		
J		

EXHIBIT TT-III

Value Plus (+) and Minus (0)

Activity: Have the students identify four top values. On the *Value Plus and Minus* form complete the negative and positive items which are related to that item. After this is done, discuss the results and point out how some people value some things so highly, regardless of the negative or minus value they contain. And, on the other hand, values which are seen as initial priority can drop off immediately based upon a realistic view of the difficulties they may present. And, finally, values which have initially been viewed as low priority, with the development of additional enrichments, may, as a result, become high priority.

*

1. Value: _____

   Adherence to this value will bring about:

Enrichments	Difficulties
+	0

2. Value: _____

   Adherence to this value will bring about:

Enrichments	Difficulties
+	0

3. Value: _____

   Adherence to this value will bring about:

Enrichments	Difficulties
+	0

4. Value: _____

   Adherence to this value will bring about:

Enrichments	Difficulties
+	0

*Provide one full page for each student to develop their enrichments and difficulties for each value.

EXHIBIT UU-III

Evaluation

Sink or Swim mini-group counseling practice may be evaluated in several different ways. One method might be pre- and post-testing with *Values: Plus (+) and Minus (0).* A comparison could be made of differences in pre (+) and (0) variables and post (+) and (0) variables.

EXAMPLE:

Values: Plus (+) and Minus (0)

	Pre		Post		Difference		
	+	0	+	0	+	0	
1.	3	2	9	4	+6	+2	
2.	4	6	3	5	−1	−1	
3.	3	3	5	5	+2	+2	
4.	5	7	7	9	+2	+2	
	15	18	23	23	+8	+5	= +13

This is *not* to say that change in values is a result of the practice. However, only variables which might cause personal and social enrichment or difficulties are being identified and measured for change. Change, per se, in value priorities is strictly a matter of individual choice and should be considered irrelevant. Very valuable evaluations may be subjective, that is, the participants may report (1) what they gained from the sessions, (2) what actual decisions have resulted from the sessions, (3) what plans have been generated, (4) what needs were not addressed that should have been, (5) preference for additional mini-group involvement, and (6) recommendations for more effective experience for students with similar needs.

CHAPTER IV

SCHOOL-CENTERED CAREER GUIDANCE: SUBJECT MATTER PRACTICES

Harry N. Drier

To achieve the goals of a school's career guidance program, new ways must be examined to realistically provide career development experiences within the subject matter presentations of all classrooms. This focus on guidance in the classroom demonstrates the position that career guidance must permeate the entire curriculum to be realistic, practical, and achievable. Furthermore, for most of the career development needs of students, the classroom and its subject matter content are, in fact, the most appropriate means of delivering guidance experiences.

The integration or infusion of career development goals related to locally determined student career development needs is defined as a curriculum development concept of blending career development goals, guidance objectives, and activities into current subject matter goals and content in a planned way. The integration of the two should enable students to:

- find new interests, challenges, and purpose in the various subjects in which they are enrolled
- demonstrate more classroom participation and subject matter retention
- see the need to increase the number of basic skills courses offered after seeing the application of and need for these experiences in order to be successful in their aspired life roles.

Furthermore, through blending in subject matter application activities related to actual community-related settings, educators will demonstrate more directly their concerns for preparing students for effective participation in various community roles.

As one approaches the task of implementing career guidance in the classroom, the following key steps and concerns should be considered:

1. Faculty should be invited to participate. Voluntary rather than mandatory participation is the key word in pilot attempts in any local school. Guidance leaders need to recognize that the most effective volunteers are those school staff who are willing to accept the risks of innovation and the extra work involved in relating classroom activities to learning about occupations and other varied life role experiences.

2. Faculty need to have background information on the school's career guidance goals, plans, and existing activities as well as the results of the current needs assessment.

3. Faculty need to have time to "brainstorm" the kinds of experiences they might organize to enable students to discover and understand their career development needs and ways of meeting them. Faculty need to feel free to contribute any or all ideas they might have on how they would set up experiences for students.

4. Faculty need to be exposed to a wide variety of techniques or methods that might have promise for them in their setting. The following are but a few suggested ones:

- Dramatic presentations
- Value strategies
- Graphs
- Classroom reports
- Dance
- Brainstorming
- Puppet shows
- Show and tell
- Recording-interviewing
- Story telling
- Oral reading
- Shadow plays
- Diorama
- Observation recall
- Book making
- Riddles
- Limericks
- Newsletters
- Newspaper skimming
- Crossword puzzle games
- Student teaching
- Time line presentations
- Planned student parties
- Field trips
- Student surveys
- Newspaper writing
- Opinion polls
- Debates
- Community study
- Elementary placement games
- Community issue debates and research
- Yellow page study
- Biographies
- Autobiographies
- Senior citizen interactions
- Individual instruction
- Games
- Student made slides and tapes
- Simulation activities
- Investigative teams
- Pantomine
- Murals
- Finger and junk painting
- Creative writing
- Library research
- Census of community workers
- Time machines
- Team competition
- Radio and TV programs
- Experimentation
- What's my line type games
- Speech making
- Password type games
- Collections
- Exhibits
- Student tutoring
- Panels
- Mock court cases
- Mock town meetings
- Topographical displays
- 3-D projects
- Musical parodies
- Sales campaigns
- Fishbowl discussions
- Pen pals
- Letter writing
- Video taping
- Reality test plays
- Mock elections
- Local mapping activities
- Class breakfast
- Fairs
- Explorers club

5. Once faculty have identified sources of career related experiences, they are ready to plan career guidance activities for the classroom.

The following are a list of steps (with brief explanations) that each person should go through to assure that the activities are well planned and based on student needs.

Example of Career Guidance Activity Plan

Overall Activity Information

1. *Description.* A brief description of the activity and its purpose should be provided.

2. *Student career development needs.* In a career development program it is hoped that activities will be generated from specific student needs that have been identified in the needs assessment. These needs will establish the rationale, purpose, or focus for each career development activity used in the classroom.

3. *Student activity goals.* As teachers attempt to impact on specific needs, they must be able to translate needs into goal statements. Goals represent a restatement of need which gives teachers a general focus or direction in developing new classroom activities to impact on the expressed need.

4. *Subject matter considerations.* After goals have been identified, they should be incorporated into the subject matter. The curriculum can be analyzed by teachers, students, parents, community persons, and administrators to determine where the best fit may occur.

5. *Activity-based objectives.* From each goal specific objectives will be written in behavioral terms so that the intended outcomes are clearly identified. There may be one or several behavioral objectives for each activity. The basic parts of a complete objective are (1) actor, (2) desired behavior, (3) conditions for learning, and (4) degree of achievement expected.

6. *Time consideration.* Consideration should be given to the length of time needed for each activity. The most appropriate time to implement the activities within the school year should also be considered.

7. *Self-preparation.* The self-preparation element will list the knowledge, materials, resources, or other important information needed by the teacher before implementing the activity in the classroom.

8. *Evaluation.* After an activity has been implemented, it is necessary to see if student needs have been met. The evaluation tools used prior to teaching the activity can be used again at the conclusion of the activity to determine student achievement.

Activity Level Information

1. *Behavioral objective for specific activity.* (Actor, behavior, conditions of learning, and degree of expected achievement)

2. *Prerequisite learning.* What should the student know before becoming involved in this specific activity?

3. *Time considerations.* How much time should be appropriated to fully complete the activity?

4. *Special considerations.* What special suggestions could a past user suggest to new faculty to successfully implement the activity?

5. *Teacher/counselor activities.* What are the specific tasks and responsibilities for the providers (teacher, counselor, community representative, etc.) of the activity?

6. *Student activities.* What are the specific tasks and responsibilities for the students as receivers of the activity?

7. *Resources needed.* What resources are needed for the activities.

8. *Evaluation.* Determine what student achievement should be measured and how.

The following classroom-based career guidance activities found in this chapter have been designed to serve only as examples. When a local school considers its current student career development needs and designs plans for developing and implementing experiences to overcome these needs, the process, format, and sample ideas provided should be of assistance.

I'M DIFFERENT--ARE YOU?

Step 1

Overview, concept, and purpose of this activity: The purpose of this activity is to make students aware of themselves through a variety of activities that point out what is uniquely theirs--their uniqueness, regarding their physical makeup, friends, interests, and school.

The first part of the activity leads the students to realize that their physical characteristics make them different from everyone else. The second part of the activity makes the students aware that each family member is responsible for certain functions in that group. The third part makes the students aware of their interests and the fact that friends share the same interests. In conclusion, an effort is made to show that a very real and important relationship exists between what students learn in school and what they choose for a career.

Step 2

Student career development needs: Students need to recognize that they possess characteristics which are unique and distinguishable from other human beings.

Step 3

Career development goal: Students will acknowledge their uniquenesses through (1) identification of body parts, (2) senses, (3) feelings, (4) interests, (5) successes.

Step 4

Subject matter considerations: This material is recommended for use in the are of Communication Arts in the first grade.

Step 5

Objectives:

a. Given verbal directions the students will point to the different parts of their heads and develop a riddle describing themselves.

b. Given verbal direction the student will draw a picture of his/her head and other parts of the body.

c. Working in pairs and using tracings of their bodies, the students will compare sizes of various external body parts.

d. Given a test of body parts and a list of designated activities, the student will match each part with its designated activities.

e. Given situations in which a sense is identified, the student will indicate a positive or negative relationship between preferences and a selected object or event.

f. Given examples of situations which might occur in a family, the students will decide how they or other family members would feel in those situations.

Step 6

Time considerations: Total time 4½ hours

Activity time:	Activity	1.	30 minutes
		2.	30 minutes
		3.	60 minutes
		4.	30 minutes
		5.	60 minutes
		6.	60 minutes

Step 7

Self-Preparation: "I'm Different—Are You?" is an integrated communication arts resource activity designed to be taught relatively early in the first semester of first grade. This activity can be used in classes where there is a wide range of language abilities without placing the students in ability groups for daily instruction.

The first activities are concerned with the students' knowledge of their body parts. The teacher should evaluate each student's knowledge of his/her body parts before teaching this segment. If the student exhibits familiarity with his/her body parts by locating and naming them, this first activity may be used as review material.

The content of this lesson is based on the student's own experience. The structure depends upon the information the students provide about themselves, their family situation, and personal dealings with their friends.

The initial approach to teaching these activities is teacher-directed. As a result of discussion involving the entire class, the student is allowed to express personal impressions, feelings, and knowledge through verbal interaction, role-playing, and drawings.

Step 8

Evaluation: The main type of evaluation in this lesson is Evaluation Sheets which require a minimal amount of writing.

Activity Level Information

Activity One

Step 1

Behavioral Objective: (A) Given verbal directions, the students will point to the different parts of their heads and develop a riddle describing themselves.

Step 2

Prerequisite Learning: N/A

Step 3

Time Considerations: thirty minutes (entire class)

Step 4

Special Considerations: (1) small groups and pairs, (2) prepare sufficient copies of the evaluation sheets from the master copy, (3) have mirrors available for use. Small mirrors may be provided for each one or two students or several large mirrors may be used.

Introduction to the Class

"We are going to spend some time learning about ourselves. We will see how we are alike and how we are different. To help us know more about ourselves we will draw pictures and make other things which tell something about us. All of those things will be put in a booklet called, "I'm Different—Are You?"

Steps 5 and 6

Teacher/student activities: Ask students to point to and name the various parts of an individual's head. As this is done make sure each member of the class can see the part pointed to. Some of the parts which should be named are

eyes	mouth	cheeks
ears	chin	forehead
hair	eyebrows	lips
nose	eyelashes	

List these features on the chalkboard as the students name them. Add any that the students omit. Group students in pairs and complete the Evaluation Checklist for this objective.

Explain to the students that each one of them is alike, but different in various ways. Indicate that they will be given an opportunity to find out how their heads are alike or different from others.

a. Using a mirror, describe your features and point to each feature. Emphasize the use of complete sentences by saying, "I have brown eyes," or "I have blond hair."

b. Ask the students to describe themselves. They may use mirrors to help them complete this task. As the students mention their features, list the descriptive adjectives on the chalkboard. Encourage the students to use complete sentences. Ask leading questions to obtain features that the students have not mentioned.

c. Ask the students to tell how their heads are similar to yours. (They may also use mirrors for this task.) Their responses should reveal that they are alike by having the same features such as a mouth, a nose, eyes, ears, etc.

d. Ask students how their heads differ from your head. Possible responses include eye color, skin color, face shape, freckles, etc.

Have students work in pairs and describe themselves to one another. Ask them to identify the ways in which their heads are similar and different. Circulate among the students, checking their responses and offering suggestions as necessary.

Step 7

Resources Needed:

chalkboard	evaluation checklist
chalk	mirrors

Step 8

Evaluation Procedures: Divide the class into pairs. Tell the students that you are going to call out a part of the head. They are to point to whatever you call out. For example, "Your ears!" "Your partner's nose!" Continue the activity until you have covered all parts of the head at least twice and have determined whether students are having difficulties. Record each student's performance on the Evaluation Checklist by placing a check in the correct column.

Tell the students that they are going to make up riddles about themselves. Tell them they should try to think of their special features and finish the riddle by filling in words from the chalkboard about themselves. Demonstrate the use of the form by making a riddle about yourself on the chalkboard. ("I have blue eyes.") Then circulate around the room and help the students with spelling and articulating their ideas as they complete the form. Tell the students to put their names on the back of the riddle so that they can be identified for evaluation.

Record on the Evaluation Checklist (Exhibit A-IV) whether each student has completed the riddle, and whether his/her statements were accurate. Be careful to avoid value judgments. For example, "I have pretty hair," should always be considered right. Save the riddles for inclusion in "I'm Different—Are You?"

Summary

Read some of the riddles to the class and have them try to guess who is being described. Place the remainder on the bulletin board and encourage the students to read them and guess who has written each one.

Remind the students that they will be making a booklet entitled, "I'm Different—Are You?" throughout this lesson. To make the students aware of the importance of this booklet, ask them to think of books they have seen in which people collect and add things. Books of this type may be a baby book, a recipe book, stamp album, photograph album, and a scrap book. Explain to the students that they are going to collect things about themselves and that the riddle which they have just completed will be the first page of their booklet. Also, explain that you will collect this page and future pages as they are completed. At the end of the unit the pages will be returned and assembled into a booklet.

Each student will make a cover out of construction paper (12" x 12") and will be allowed to take the booklet home. Ask the students to think of other things that could be included in this booklet.

EXHIBIT A-IV

Activity One
Evaluation Checklist

Student Name	Satisfactory	Needs Improvement	Riddle Completed	Accuracy

Activity Two

Step 1

Behavioral Objective: Given verbal directions the students will draw a picture of his/her head and other parts of the body.

Step 2

Prerequisite Learning: N/A

Step 3

Special Consideration: Prepare sufficient copies of the Worksheet (Exhibit B-IV).

Display posters featuring characteristics of the head so that they are visible to all students.

Have mirrors available for use. Small mirrors may be provided for each one or two students or several large mirrors may be used.

Introduction

"During our last session, we studied the various parts of the head. We talked about one head being different from another and wrote riddles emphasizing these differences. Today we will study these differences in greater detail."

Step 5 and 6

Teacher/Student Activities: Discuss the features of the heads shown on the posters. Emphasize those parts which students should show in their drawings (to be made later in the lesson) to make the heads identifiable (freckles, dimples, eyes, shape of head, chin, etc.).

Read to the students a poem dealing with a special person or persons and then have them join you in reading the verse. Briefly discuss the meaning of the lines.

Have the students use the mirrors to identify their individual features. Work with the entire class or in small groups. Allow sufficient time for the students to review all their features.

Ask the students to draw the following individual features on a worksheet as you identify them one at a time (students may use crayons to fill the colors):

a. Shape of head
b. Facial parts (eyes [color], ears, nose, mouth, eyebrows, eyelashes, etc.)
c. Type of hair (long, short, straight, curly), hair style, color
d. Appropriate distinctive features such as freckles or dimples

Have each student fill in the blank at the bottom of the worksheet with his/her name. Discuss and emphasize that names of people begin with capital letters and that the workd "I" is always capitalized. Discuss the placement of a period at the end of the sentence.

Collect the drawings, evaluate them, and record the results on the Evaluation Checklist (Exhibit C-IV).

Step 7

Resources:

Worksheet	pencils	mirrors
crayons	Evaluation Checklist	

Step 8

Evaluation: In evaluating the drawings, avoid the assessment of artistic ability. Check for the presence of the following features:

outline of head	hair
eyes	eyebrows
nose	eyelashes
mouth	chin
ears	appropriate distinctive features such as freckles or dimples

If there is any question as to what parts of the drawing are intended to be, interview the student to find out. Give the student one (1) point for each feature which is present. A score of eight is considered satisfactory. Use the Evaluation Checklist to record completion of the task.

Activity Three

Step 1

Behavioral Objective: Working in pairs and using tracings of their bodies, the students will compare sizes of various external body parts.

Step 2

Prerequisite Learning: Understanding of "Taller," "Longer," and "Bigger"

Step 3

Time Consideration: sixty minutes (art related)

Step 4

Special Considerations: Prepare sufficient copies of the Evaluation Sheet (Exhibit D-IV).

Collect several male and female dolls and display them in class.

Secure a roll of butcher paper or wrapping paper. There must be enough paper so that every student can have a piece as long as his/her height.

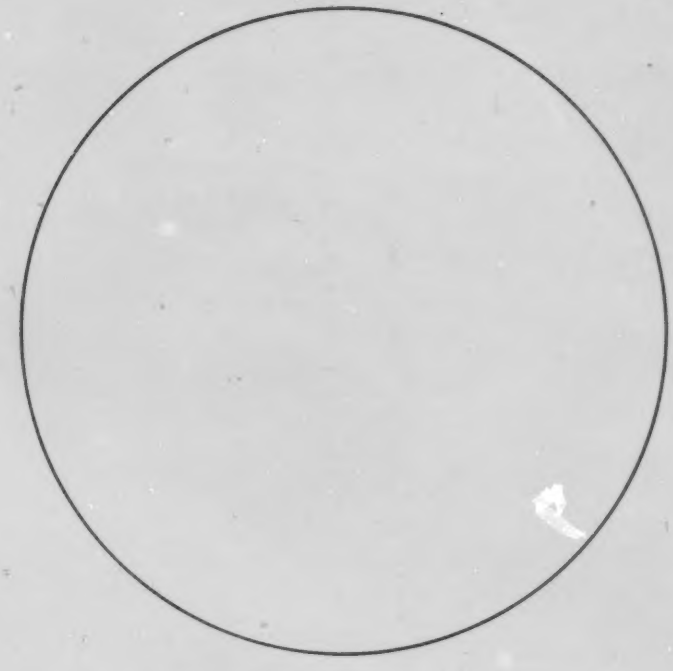
Prepare to assign students in pairs.

Have art supplies available for use.

EXHIBIT B-IV

Activity Two
Sample Worksheet

8½ x 11



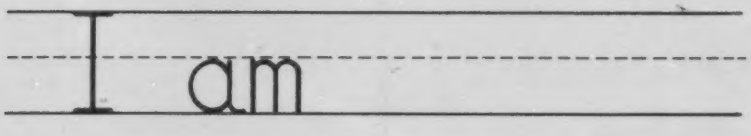


EXHIBIT C-IV

Activity Two

Evaluation Checklist

STUDENT NAME	NUMBER CORRECT	TEACHER'S COMMENTS

Introduction

"Today we will examine our bodies and determine how they make us unique."

Step 5 and 6

Teacher/Student Activities: Review the body parts identified in Activity Two. Discuss with the students how people are alike or different using these body parts as reference points.

Assign each student to work with a partner. Use one of the dolls to demonstrate tracing the body and filling in the features and clothing.

a. Have one student lie down on a large sheet of butcher paper or wrapping paper and the second student trace around him/her.

b. Direct the students to switch roles and use another sheet of paper for tracing the second student.

c. Have each student fill in the features and clothing on his/her own outline.

Ask the students to complete the Evaluation Sheet.

Display all completed pictures around the room with the partners' pictures side-by-side.

Step 7

Resources:

Dolls
Paper (butcher or wrapping)
Evaluation
Crayons
Evaluation Sheets (Exhibit D-IV)
Evaluation Checklist (Exhibit E-IV)
Art Supplies

Step 8

Evaluation: Pass out the Evaluation Sheets and instruct the students to work in pairs and compare their body pictures to find answers to the five questions. Indicate "Satisfactory" on the evaluation checklist if the exercise is completed accurately. If confusion appears to be evident, indicate "Needs Improvement" and review the concepts of "Bigger," "Longer," and "Taller."

Activity Four

Step 1

Behavioral Objective: Given a list of body parts and a list of designated activities, the student will match each part with its designated activities.

Step 2

Prerequisite Learning: N/A

EXHIBIT D-IV

Activity Three
Evaluation Sheet

NAME _____

WHO IS TALLER?

WHO HAS LONGER ARMS?

WHO HAS LONGER LEGS?

WHO HAS A BIGGER HEAD?

WHO HAS BIGGER HANDS?

EXHIBIT E-IV

Activity Three
Evaluation Checklist

Student Name	Satisfactory	Needs Improvement	Teacher's Comments

Step 3

Time Consideration: thirty minutes (entire class—Physical Education, Health subjects)

Step 4

Special Considerations: Display the body outlines developed earlier.

Prepare copies of worksheets (Exhibit F-IV) and evaluation checklist (Exhibit G-IV) from the samples provided.

Introduction

"In the earlier lessons of this unit you have identified specific body parts. Today, we are going to talk about what these parts do."

Step 5 and 6

Teacher/Student Activities: Review the body parts using one or more of student drawings as a visual reference.

Tell the class that you will give some verbal suggestions for activities you wish specified students to perform. Indicate that after the student has performed each activity, other students will be asked to discuss the body parts involved in that movement. Suggestions and responses may include:

Verbal Suggestions	Student Responses
jump	legs
lift	arms, back, knees
laugh	mouth
listen	ears
throw	arm, hand
walk	feet
look	eyes

a. Accept a wide variety of student responses and encourage them to analyze how an activity can involve many body parts.

b. Encourage the students to suggest some movements for the others to discuss.

c. Change the procedure by stating the body part and having the students supply movements.

Pass out self-prepared worksheets. Instruct the students to cut from Worksheet No. 2 the part of the body which matches the picture on Worksheet No. 1 and then paste it under the picture. After the students have completed the worksheet, help them correct their answers and understand the activity.

Have students complete Evaluation Sheet.

Step 7

Resources Needed:

Worksheets	Evaluation sheet
Paste	Evaluation checklist
Scissors	Student drawings from earlier activity

Step 8

Evaluation: Give the students directions for completing the evaluation sheet. Use the evaluation checklist to record student completion of the task.

Activity Five

Step 1

Behavioral Objective: Given situations in which a sense is identified, the students will indicate a positive or negative relationship between preference and a selected object or event.

Step 2

Prerequisite Learnings: Vocabulary knowledge

sense	smell
sight	taste
hearing	touch

Step 3

Time Consideration: sixty minutes (entire class, small groups)

Step 4

Special Considerations: Prepare Evaluation Sheets (Exhibit H-IV).

Set up stations with sense-stimulating objects and cards identifying the objects. Use the following as suggestions and add any others which seem appropriate.

Sight

Magnifying glass or microscope and small objects for viewing; flowers, shiny objects, pictures, ink blots, objects with vivid colors, and patterns

Hearing

Phonograph and recrods, music box, bells, sticks or pencils, cooking pan lids, rubber bands, comb and paper, empty bottles, noise makers

EXHIBIT F-IV

Activity Four
Worksheet Ideas

Worksheet No. 1—Draw full pictures (four each at least) of persons involved in different activities, e.g., (1) cowboy laughing, (2) baseball pitcher throwing ball, (3) young person listening to radio, and (4) young person kicking a ball.

SAMPLE

Picture	Picture
Caption box	Caption box
etc.	etc.

Worksheet No. 2—On an 8½" x 11" sheet draw fourteen boxes, two columns wide, seven boxes each. Each column of boxes should contain drawings of various parts of the body needed to complete the caption portion of Worksheet No. 1.

SAMPLE

Eye	Ear
Nose	Hands
Hands	Ears
Feet	Eye
Ears	Legs
Lips	Lips
Knees	Lips

EXHIBIT G-IV

Activity Four
Ideas for Evaluation Sheet and Checklist

Construct an 8½" x 11" sheet with four pictures of students performing activities. Allow room for captions underneath.

Boy Laughing	Girl Throwing Ball
Boy Pulling Wagon	Girl Riding Bike

Evaluation Checklist

8½" x 11" Worksheet Example

Student Name	Number of Responses Correct	Teacher's Comments
1.		
2.		
3.		
4.		
5.		

Smell

Vinegar, spices, food (banans, peanut butter), flowers, leather, perfume

Taste

Edible materials such as salt, sugar, vinegar, rock candy, lemon or lime juice, and fresh and processed vegetables or fruits

Touch

Sandpaper, cottonballs, satin, velvet, nylon net, glass (no sharp edges), sponge, polished and unpolished stones, liquids such as water and cooking oil

Arrange for five group leaders (volunteer parents, teacher aides, or older students) to be present at required time. Tell the group leaders that they will supervise a sensory activity with the students. Ask them to emphasize the stimulus-sense, organ-sense relationship of the objects.

Introduction

"We have studied the various parts of the body and how they work. Today we will talk about some special ways in which our bodies work."

Step 5 and 6

Teacher/Student Activities: Ask the students to tell how they notice things. Lead them to name the five senses. List on chalkboard as they are identified.

Ask the students to identify one or more body parts associated with each of the senses and the function of that part. Possible responses include

Sense	Sense Organ	Function
sight	eyes	to see
hearing	ears	to hear
smell	nose	to smell
taste	mouth	to taste
touch	fingers, hands, toes	to feel

Ask the students to identify several stimuli for each of the senses. Possible responses include

Sense	Stimuli
sight	pictures, print, objects
hear	music, conversation, noise
smell	food, flowers, perfume
taste	food, drink
touch	silk, sandpaper, wood, metal, glass

Explain to the students that they will now have an opportunity to explore each of the five senses. Tell them they will be divided into five groups and that each group will be assigned a specific sense station at which they are to work. Indicate that they will change stations when you so direct. (Time will vary depending on number of activities required at the stations.) Circulate among students, giving aid as necessary.

a. Divide students into five groups and assign each group to one station. Introduce the group leaders (volunteer parents, teacher aides, or older students) to the students.

b. Indicate the location of stations and have students move to their assigned station.

c. Ask group leaders to supervise the students as they perform activities at the various stations. Have each leader discuss with the students those activities they liked or disliked.

d. Have students change stations at appropriate time intervals. Repeat this until each group has participated in activities at each of the five stations.

Have class reassemble as one group. Discuss with the students the activities at each of the stations, particularly those they liked or disliked. Ask them to indicate their preferences and list them at the chalkboard. Emphasize "why" they liked or disliked certain things.

Have students complete the Evaluation Sheet.

Step 7

Resources Needed:

Placecards
Sense Stations
Chalk
Resource person
Evaluation checklist (Exhibit I-IV)
Evaluation Worksheet
Chalkboard

Step 8

Evaluation: Distribute the evaluation sheets. Ask the students to complete the sheets by recording one object from each station that they liked and one that they disliked. Tell the students they may visit the stations to look at the place cards as an aid in identifying their likes and dislikes and in spelling the words. Assist the students when necessary. Collect the completed papers and tell the students they will be returned for use in their personal book. Use the evaluation checklist to record student completion of the task.

EXHIBIT H-IV

Activity Five
Evaluation Sheets

Construct five worksheets, one each for the sense of (1) seeing (eyes), (2) hearing (ear), (3) smelling (nose), (4) taste (tongue), (5) touch (fingers).

Each sheet then would look something like the following:

Name_____

I SEE!

I like to see_____

_____

_____

_____

I do not like to see_____

_____

_____

_____

EXHIBIT I-IV

Activity Five
Evaluation Checklist

Student's Name	Satisfactory	Needs Improvement	Teacher's Comments

STEREOTYPES IN THE WORLD OF WORK

Step 1

Overall concept and purpose of the activity: This activity is intended to heighten students' awareness of the personal and social implications of a career. It also is intended to impart the skills and self-awareness needed for an intelligent career decision. This activity provides a series of classroom experiences through which students may take stock of their interests, dominant characteristics, achievements, and values. The early segment of the unit focuses on the actual skills of decision-making. The last segment of the unit asks the students to utilize their skills and, using their personal data, to actually make a tentative career decision. *This decision,* of course, *is intended for its value as an exercise in self-awareness and the use of decision-making skills, and not as an attempt to push students into making a serious career choice.* (This should be emphasized to the students.)

Step 2

Student career development need: Students need to appraise similarities and differences in the attitude and value systems of others in order to become tolerant in interpersonal relationships.

Step 3

Goal: The student will use discussions about career and person stereotypes to work toward an understanding of how his/her interests, aptitudes, and achievements may be related to educational/occupational goals.

Step 4

Subject matter consideration: English and Guidance—Grade 10

Step 5

Behavioral objective: Note: It is suggested that for such a lesson there may be several behavioral objectives formulated for this goal and need statement. Only one example is actually presented here.

1. Given five stereotypical traits used to describe members of two given occupational groups, the students will compare and contrast in writing the personalities of actual workers to the stereotypes, and compare in writing their traits to those of the workers in the occupations.

Step 6

Time considerations: ten hours (anytime during the year)

Step 7

Self-preparation: Many of the activities in this lesson call for students to think about, and at times, to share personal or private information about themselves (i.e., their own special interests, achievements, values, etc.). Obviously, the teacher/counselor will have to exercise discretion in handling these situations. Alternative activities have been suggested at certain points in the unit. Beyond this, the teacher/counselor should remain sensitive to the feelings of the students, and make adjustments in the activities as it becomes necessary to avoid any possible embarassment to students who might not function as well as others in interpersonal classroom situations.

Step 8

Overall lesson evaluation suggestions: Have each student select an occupation he/she may want to pursue and write a paper of not more than four pages in length as an out-of-class assignment. In this paper, the student must describe at least three of his/her achievements, give at least one reason why each is important to him/her, and state how the achievements relate to his/her occupational choice, interests, and abilities. Format should be based on established writing techniques (introduction, body, conclusion) and judged on content as well as form.

Evaluate the paper in terms of content.

1. Are three achievements given?
2. Is one reason each achievement is important given?
3. Is a relationship between achievements and occupational choice, interests, and abilities shown?

Activity One

"Stereotypes and Their Possible Effects"

Step 1

Behavioral objectives: (Because this example shows only one objective we will use the same one listed previously.) It is very possible that for many career guidance activities you will develop, you might have several objectives for each goal.

Step 2

Prerequisite learnings: No special skills or understandings are needed on the part of tenth grade students.

Step 3

Time considerations: It is suggested that ten hours will be needed to complete all aspects of this activity. It should be pointed out that this activity probably will not be implemented as a block but the ideas infused throughout one unit, semester, or year.

Step 4

Special considerations: Relate stereotyping to stories (or poems, etc.) previously read in class. Perhaps it might be wise to pre-plan some use of stories with obvious stereotyping that could be reflected on at this time in the "career work."

(story) Washington Irving—"The Headless Horseman" (teacher stereotype)
(poem) Edward Arlington Robinson—"Richard Cory" (the rich)
(story) Willa Cather—"The Sculptor's Funeral"

Step 5 and 6

Teacher/student activities: Define and give examples of the term, "stereotype," for the class.

Direct students to collect materials from magazine advertisements, illustrations, cartoons, etc., showing people in work situations. Selection should be based on recognizable career stereotypes—the business person, the household worker, the plumber, etc.

Collect the materials the students have gathered, select the best and most representative of these, and display them for the class.

Prepare sufficient copies of the necessary handouts.

Indicate that the purpose of this first activity is to motivate students to begin thinking realistically about careers and about their own abilities, interests, and achievements. To introduce this topic, a discussion of career stereotypes has been chosen. In recent years, simplistic or romanticized images of careers have arisen. This is probably most true for young people who have had very little direct contact with the world of work.

When all of the illustrations have been discussed, ask for other examples of worker stereotypes the students have seen and list them on the chalkboard. Have the students complete Worksheet 1 (Exhibit J-IV).

Show the illustrations to the class and ask the students to comment on each as to whether the image projected is a realistic one or not. Also ask whether they have seen these careers depicted in a similar way through other media, such as television or movies. In other words, are plumbers always portrayed as rough-mannered but good-natured, talkative types; are bankers always portrayed as pompous and conservative types, etc.?

One of the examples should be discussed in depth. Ask the class to suggest terms that might describe this kind of oversimplified or unvarying conception of a group of people. Very likely, the term stereotype will be suggested. If not, introduce the term and elicit a definition from the class.

Ask each student to select from a list of stereotype that is most like himself/herself in terms of the characteristics that comprise it. The choice should be based on the student's own conception of himself/herself in terms of interests, personality, aptitudes, etc.

Group the students according to the stereotypes they chose. (The list of stereotypes might have to be limited in order to make grouping possible.) Ask each group to plan a brief skit in which they will act out a situation portraying their worker stereotype. One or two students may be chosen to do the acting while the others take supporting roles or simply contribute to the design of the skit. The class will criticize the skit (not the performance) afterward on the basis of its recognizability, accuracy, etc.

Bring the groups back together and have them research in the library the actual worker traits associated with their particular career, personally chosen or one being studied by class group. Good sources for this activity are the *Dictionary of Occupational Titles*, and the *Occupational Outlook Handbook*.

Step 7

Resources:

(General Category)	Worksheets 1 (Exhibit J-IV) and 2 (Exhibit K-IV)
Magazines	*Dictionary of Occupational Titles*
Screen	*Occupational Outlook Handbook*
Opaque projector	

Step 8

Evaluation: Have the students complete Worksheet 2 on actual worker traits. These worksheets may then be compared with Worksheet 1.

EXHIBIT J-IV

Activity One
Worksheet 1 (Example)

Stereotype Traits

Directions: Below is a sample listing of traits. Select two of the occupations you have discussed and researched, and enter the names of these occupations where indicated. Then under each occupation, fill in the columns using the traits listed. The same label can be used more than once. You should list those traits which relate to the stereotype of the people found in the occupations you selected.

SAMPLE LIST OF TRAITS UNDER SOME SUGGESTED CATEGORIES. (Other terms may be used.)

Personality	Physical	Management	Knowledge	Job Performance	Other
Quiet	Neat	Efficient	Intelligent		
Shy	Sloppy	Inefficient	Talented		
Daring	Overweight	Sloppy			
Forward	Strong	Creative			
Talkative	Weak	Detail Conscious			
Arrogant					
Timid					
Good Natured					
Sincere					

OCCUPATION NO. 1 _____

1. _____
2. _____
3. _____
4. _____
5. _____

OCCUPATION NO. 2 _____

1. _____
2. _____
3. _____
4. _____
5. _____

EXHIBIT K-IV

Activity One
Worksheet 2 (Example)

Actual Worker Traits

Directions: Below is a sample listing of traits. Select two of the occupations you have discussed and researched, and enter the names of these occupations where indicated. Then under each occupation, fill in the columns using the traits listed. The same label can be used more than once. You should list those traits which relate to the *actual personality of people in occupations* you selected. You can base your list on people you know or people you have talked with.

SAMPLE LISTING OF TRAITS UNDER SOME SUGGESTED CATEGORIES (Other terms may be used).

Personality	Physical	Management	Knowledge	Job Peformance	Other
Quiet	Neat	Efficient	Intelligent		
Shy	Sloppy	Inefficient	Talented		
Daring	Overweight	Sloppy			
Forward	Strong	Creative			
Talkative	Weak	Detail Conscious			
Arrogant					
Timid					
Good Natured					
Sincere					

OCCUPATION NO. 1 _____

1. _____
2. _____
3. _____
4. _____
5. _____

OCCUPATION NO. 2 _____

1. _____
2. _____
3. _____
4. _____
5. _____

CLASS-CENTERED PLACEMENT

Step 1

Overall concept and purpose of the activity: The purpose of this activity is to blend the employment preparation needs of high school students into their basic subject matter course work. It is suggested that the skills and experiences required in English and social studies can best serve to introduce, develop, and emphasize the critical employability skills, knowledge, and attitudes required for job entry and maintenance.

The following activities developed around the suggested student needs, goals, and behavioral objectives only serve as examples. It is hoped that through the eight activity examples teachers and counselors in the rural school can expand them to meet local needs considering available resources.

These activities suggest learning through experience. As experiences are planned two results could be obtained, i.e., (1) students can experience first hand the necessity for community and job knowledge, skills for interviewing, etc. as well as (2) operate a functional job information center within the school. It should be pointed out that in no way does this example suggest it is the placement program within a rural school, but suggests ways in which students and teachers through their classroom could enhance a more comprehensive placement experience than might exist currently.

Step 2

Student career development need: Students need practical career information and experience regarding what jobs are available in the community and area, and how to collect, analyze, and use this information in career planning.

Step 3

Goal: (1) Through the use of student involvement in the community, students will acquire interpersonal, letter writing, and research skills as well as an awareness of the unique characteristics of jobs and the work environment around them.

(2) Through the use of a community study, students will appreciate the value of work, diversity of work, barriers to work around them, and provide a system of communication between those who want to work and those who have jobs to offer.

Step 4

Subject matter considerations: English—Goal No. 1; Social Studies—Goal No. 2

Step 5

Behavioral Objectives: Goal No. 1 (English Related)

The students will

1. Increase their interpersonal relationship skills as evidenced by successfully completed written reports based upon provided criteria and peer judgments of successful interview demonstrations.

2. Become aware of locally acceptable work habits and acceptable worker traits needed for job entry and success, through the use of films, interviewing, speaker(s) and written materials as evidenced by the student formulating in writing ten acceptable and unacceptable worker traits and habits that are deemed realistic by local employer.

3. Demonstrate skills in local job information research through (1) teacher and librarian lectures, (2) library and guidance office visitation and research experience, (3) interviewing faculty and parents, and (4) discussing results with guidance staff, with success, being determined by the comprehensiveness of their research and their written report based upon previously established criteria.

4. Acquire job acquisition skills in the areas of job application, letters of reference, resumes, autobiographies etc., using provided procedures and examples, as successfully reviewed by a panel of local employers.

5. Become aware of the community potential for employment, the resources needed for employment growth, and how this change might affect existing community life, through large group study involving community leaders, as evidenced by a community employment forecast paper presented and discussed with community leaders.

Goal No. 2 (Social Studies Related)

The students will

6. Become aware of the legal aspects of part- and full-time employment in the community by researching employment laws and practices through field visits, telephone, letters, employment laws publications, etc., as evidenced by a comprehensive file of local community employment laws and knowledge of how they might impact on the individual worker.

7. Become aware of the value work has to the community through a large and small group study of the topic "A City Without Services" where the students can depict the results and effects on community living of critical services that were terminated, by written and verbal presentations to community leaders.

8. Establish and maintain a job information center in the school available for use by students and community members resulting in both student and community adults using this service and attesting to its value on user service evaluation forms.

Activity One

English

Step 1

Behavioral objectives: The student will have increased interpersonal relations skills, as evidenced by successfully completed written reports based upon teacher provided criteria and peer judgments of successful interview demonstrations.

Step 2

Prerequisite Learning: Oral communication, group work, listening skills, note taking

Step 3

Time considerations: Six-seven class periods (40-45 minutes each)

Step 4

Special considerations: Locate a taped interview. Make initial contacts with community members to attain cooperation in working with students.

Step 5 and 6

Teacher/student activities: Teacher is responsible for providing environment in which free discussion may occur. Ground rules for giving and taking criticism positively should be established. Provide background information on conditions under which the taped interview to be played in class was made. Lead discussion that would result in student formation of interview process (1) that will be used subsequently in the classroom in the role playing situation; (2) that will be used in the local employer interview. (Teacher would be responsible for duplicating all interview forms for student use.) Teacher should guide discussions to assure that all vital data is included in student generated interview forms. Teacher should make sure that thank-you letters to community interviewees are mailed. Also set up facility for student pairs taping interviews if that option is chosen.

Students complete pre-test in class (see Exhibit L-IV) and answer on notebook paper the three suggested questions which the teacher has written on the board.

1. Have you ever interviewed for a job?

2. What aspects of the interview made you feel uncomfortable (or you think, would make you feel uncomfortable)?

3. What kind of help do you feel you would need to aid you in successfully interviewing for a job?

Listen to a taped job interview.

In class: Based on questions from activities No. 1 and No. 2, develop job interview format. (See Exhibit M-IV to aid teacher in guiding student developed interview.)

In class: Demonstrate a job interview using two volunteers from class who have worked with teacher to present the interview to the class.

Discuss observation: Emphasize what is important besides the actual questions and answers, e.g., appearance, promptness, manners, posture, etc.

Pair students for role playing. Provide a box containing slips of paper describing a variety of job interview situations and assumed names of each role. Student pairs draw at least two situations giving each member of the pair an opportunity to be an interviewer and an interviewee. Students may practice in pairs in the class and if the class is small (10-16) interviews may be presented during a class

period. If class is larger, students should still do some practicing in class but be responsible over a three-four day period of going in pairs (on their own—during study hall, free time, etc.) to an area where a tape recorder and tape have been provided and record their interviews, returning the tape to the teacher. Teacher can listen to tapes, choose two or three exemplary ones and play them during a class. Guessing game could take place with students trying to figure out which of their peers they are listening to, and a discussion/evaluation of the interviews heard.

Develop a format in class for interviewing area employers/employees about their jobs (for teacher use, see Exhibit N-IV). Arrange for telephoning for student appointment with worker.

Conduct community interviews.

In class, share experience of participating in this "real" interview. Discuss what part(s) of form worker responded to negatively (e.g., maybe he/she did not want to reveal wages, etc.); what part(s) did worker respond to in a favorable manner (e.g., what was he/she most interested in discussing?); what unique information did the worker share—perhaps something you would have never considered; what impressed you most about this experience? Obtain from peers suggestions for writing final report.

Write final report—out of class (to be duplicated by business education class and then placed in Social Studies Job Resource Center).

Interview follow-up. In class establish procedure for writing business letter—in this case a thank-you letter to the community workers whom the student interviewed. However, students should personally devise wording of their letter to fit the particular situation they were in and sign after typing.

Take post-test (same as pre-test).

After teacher has analyzed pre- and post-tests, discuss results in class.

Step 7

Resources:

Chalk
Tape or cassette recorder
Blank tapes (if using option)
Taped interview
Box filled with interview role playing situations
Student generated interview forms
Typing paper
Envelopes
Postage for thank-you letters
Cooperation of business education class in typing

Step 8

Evaluation: Successful completion of interview forms, interview (in class or on tapes and in community) and culminating written summary of community interview. Completion of thank-you letter, pre- and post-tests.

EXHIBIT L-IV

Activity One
Pre- Post-Test Evaluation Form
(Interviewing, Data Collection, and Report Writing)

Date _____

Class _____

Directions: The following list of items are to help determine how you and your class members feel about certain tasks, experiences, and events. We would like your honest answers—there are no right or wrong answers. Later on in the year, you will be asked these items again to determine if certain planned class activities were helpful in assisting you to gain skills and confidence in the areas of interviewing, recording, and writing.

For each item, determine if you now have (1) much confidence, (2) some confidence, or (3) little confidence.

	1 Much Confidence	2 Some Confidence	3 Little Confidence	Comments
1. Accepting constructive criticism from adults				
2. Accepting constructive criticism from other students				
3. Offering constructive criticism to other students				
4. Conducting phone interviews				
5. Conducting personal interviews				
6. Systematically recording interview information				
7. Writing final reports (summarizing interview information)				
8. Sharing personal experience with other large groups				
9. Role playing in front of fellow students				
10. Accepting responsibility and leadership for tasks				

EXHIBIT M-IV

Activity One
Job Interview Format

Ⓐ – Interviewer Ⓑ – Interviewee

I. Introductions

Ⓐ Leads conversation

Ⓑ Introduce self in a simple manner

II. Personal Information

Ⓐ May ask questions re: birthplace; where Ⓑ lives; education; skills; experience; why Ⓑ wants to work here.

1. Do you live with your parents?
2. What are your hobbies and recreation?
3. What is your state of health?
4. What school subjects to you like best?
5. In what school activities do you participate?
6. What are your major weaknesses?
7. What skills and abilities can you bring to the company?
8. What do you know about the company?
9. Why do you want to work here?
10. What are your ambitions?
11. What previous experience have you had?
12. What are your ideas on salary?
13. Are you looking for a permanent or temporary job?
14. Are you willing to work overtime?

III. Comments or Questions from Ⓑ

1. Reactions to whatever Ⓐ has mentioned that Ⓑ wants expanded or clarified
2. Specific tasks of job which Ⓑ interviewed.
3. Fringe benefits (sick leave, insurance, etc.)

IV. Conclusion

Ⓐ should take initiative to end interview with Ⓑ leaving promptly after expressing appreciation for the interview.

EXHIBIT N-IV

Activity One
Interview of Community Worker

Student _____

Date _____

Interviewee: _____

Employed by: _____

Business Address: _____

_____

Type of Job: _____

1. What are the duties of this job?
2. What are the working conditions?
3. What are the hours or shifts?
4. What are the fringe benefits (Blue Cross, retirement, sick leave, etc.)?
5. What are the disadvantages of the job?
6. What are the required skills or training (high school, technical school, college, etc.)?
7. What is salary expectation? (Specify hourly, weekly, or yearly, etc.)
8. What are the opportunities for advancement?
9. What is the outlook in the future for this kind of work (oversupply, growing need for workers, etc.)?
10. What is any other important information from the worker's viewpoint that should be pointed out?

Activity Two

English

Step 1

Behavioral objective: The student will become aware of locally acceptable work habits and acceptable worker traits needed for job entry and success through the use of films, speaker, interviews, and written material as evidenced by the student formulating in writing ten acceptable and ten unacceptable worker traits and habits that are deemed realistic by local employer.

Step 2

Prerequisite learnings: The students should be familiar with interviewing skills. The students should have an understanding of the term worker trait.

Step 3

Time considerations: It is suggested that all the activities could be covered in seven, forty-minute class periods.

Step 4

Special considerations:

A. Students may not come up with the same terms listed under teacher activities for undesirable traits. These are only possibilities. Accept any reasonable answer. Give every student an opportunity to contribute.

B. By starting with a listing of undesirable traits, the task may be more enjoyable for the students.

C. Teacher should contact the speaker far in advance so he/she can prepare his/her comments to fit the purpose of the activity. The speaker should know that he/she will be asked to give ten acceptable worker traits and ten unacceptable worker traits and what the effects are of exhibiting these traits. Also she/he will be asked to rank order from one to ten the most acceptable worker traits and the most unacceptable worker traits.

D. If students have not been prepared for interviewing, time should be given to developing interviewing skills.

E. Teacher may want to show any films or movies that deal with interviewing before the students go out for their interviews.

   Films or movies dealing with "good," "bad" worker traits should be shown after the students have done their interviews.

   Remember to preview the films and movies considered to make sure they relate to the topic under study.

F. Teacher may want to get in touch with many of the community employers and ask them if a student could interview them for the purpose of obtaining their opinions related to acceptable and unacceptable worker traits and habits and the effects of exhibiting these traits. Also they will want employer to rank order both types of worker traits from one to ten. Teacher would then have a list of willing employers to present to the students. Therefore, when the student contacts the employer, a positive relationship will be established.

G. Have students pair up with an employer's name in class so there will be no duplication.

H. Teacher may want the students to formulate the actual questions they will ask the employer during the interview.

Step 5

Teacher activities:

A. Teacher will give the students a pre-test to take home over a weekend to think about and fill out. Go over the form with the students to make sure they understand the assignment. (Refer to Evaluation Worksheet in Exhibit O-IV.)

B. Teacher will initiate discussion with students after all pre-tests have been turned in. Ask the following question: "What are some traits that you think would not be acceptable to an employer?" Teacher may list the students comments on chart paper for later reference.

Possible suggestions:

disorganization	lack of confidence
carelessness	short temper
sloppiness	starting arguments
absenteeism	ignoring instructions
cannot meet deadlines	failure to communicate
tardiness	uncooperativeness

If the teacher wants to take the time he/she may also want to give the students an opportunity to discuss the effects of exhibiting these traits and other comments they made on their pre-test.

C. Teacher will present Worksheet 1 (Exhibit P-IV) to the students and make sure they understand what to do before speaker begins. Teacher will have speaker in to talk about what he/she considers to be acceptable and unacceptable worker traits and the effects of exhibiting these traits. Also a rank order from one to ten of these traits will be obtained.

D. Teacher will ask the students what traits and comments they heard and discuss the comments. The ten acceptable and unacceptable traits should then be listed on chart paper.

E. Teacher will discuss how to set up an interview. (What to say when you call for an appointment.) Pair up the student with an employer's name that student chooses. Go over Worksheet No. 2 (Exhibit Q-IV) understanding.

F. Instigate role playing of interview between employer and student. Pair up all the students and let them go off and conduct their interview. Also, have them change roles. Come back as a group and discuss the role playing that took place. Teacher may want to write on the board "Things to remember and do while on your interview," taken from students comments.

G. Teacher will show any films or movies available that depict good and bad interviews or good and bad worker traits and allow for discussion afterwards.

H. Teacher will help the students evaluate their results. However, she/he should let the students run it and just observe. (Refer to Step No. 8, Evaluation Methods.)

I. Ask a few students to copy the information off of charts to be placed in the Information Job Center.

Step 6

Student activities:

A. Student will fill out pre-test at home.

B. Students will involve themselves in discussion of their comments to teachers question—"What are some traits acceptable to an employer?" May also relate their other comments on pre-test.

C. Student will fill out Worksheet No. 2 during the time the speaker is presenting to the class.

D. Students will verbalize from their worksheets what they heard the speaker say. Students will suggest the order of the traits as communicated to them by the speaker.

E. Students will be involved as a class in reviewing interviewing skills.

F. Students will be involved in the classroom with role playing student interviewer with employer.

G. Students will contact the employers assigned to them and make the arrangements to meet with and interview them. These arrangements and interviews are to take place outside of the classroom.

H. Students will observe and discuss any films or movies shown by the teacher.

I. Students will fill out post-test and be involved with tallying results. (Refer to Step No. 8, Evaluation Methods.)

A few students will copy the information gathered about worker traits.

Page One

List the ten most acceptable and ten most unacceptable worker traits according to the speaker. Also, comment on how these traits affect the worker and others.

List the ten most unacceptable traits and the effects of these traits.

Have the information put in a folder and placed in the Job Information Center.

Step 7

Resources:

Chalk
Chalkboard
Tape
Chart paper
Magic marker
Speaker for classroom (employer)
Group of employers—one for each student to contact
Related films and movies
Worksheets 1
Evaluation Worksheet I

Step 8

Evaluation methods: Teacher can take each student's post-test and pre-test and make comparisons. Is the student's information on his/her post-test closer to the information given by the speaker and the local employers? If it is closer, the student is more aware of the ten most unacceptable and ten most acceptable worker traits. Also the teacher can compare the comments written under "Effects of Exhibiting These Traits" on each students post- and pre-test. From reading his/her comments the teacher can see if the students are more aware of the effects of exhibiting these traits.

In the classroom the teacher can explain to the students how they can evaluate the progress they have made. Then let the students conduct the evaluation themselves.

1. Teacher should pass out the Post-Pre-tests to the students.

2. Tape up the charts that (1) list the students traits given on the pre-test, (2) traits given by the speaker, (3) traits compiled by the students from information given by employers in the community.

3. Have one student ask the others the following questions and record on the chalkboard or chart paper.

   - How many of you had the number one acceptable trait listed on Chart C (employers examples) as your number one trait on your pre-test? Have that student count and record the number.

   - How many of you had the number one acceptable trait listed on the chart (employers examples) as your number one trait on your post-test? Have the student count and record the number.

   Do this for each trait under acceptable and unacceptable worker traits.

   Students will see that their traits and rank orders on their post-tests are closer to the employer's than it was on their pre-tests.

   Students could also discuss how their comments under "Effects of Exhibiting These Traits" change from the pre-test and post-test.

EXHIBIT O-IV

Activity Two
Evaluation Worksheet 1
(Pre-Post Test)

Acceptable Worker Traits	Effects of Exhibiting These Traits
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Unacceptable Worker Traits	Effects of Exhibiting These Traits
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Comments

EXHIBIT P-IV

Activity Two
Speaker's Worker Traits

Worksheet 1

Student's Name: _____

Speaker's Name: _____

Job Title: _____

Acceptable Worker Traits	Comments
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Unacceptable Worker Traits	Comments
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

EXHIBIT Q-IV

Activity Two
Worksheet 2

Interview with Employer

Name of Student Interviewer _____

Name of Employer _____

Employer's Job Title _____

1. What are the ten most acceptable worker traits you look for when you interview a person for a position. Please rank order from one to ten.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

2. Why do you think these are important to be successful at the job?

3. What are the ten most undesirable worker traits that you would not tolerate from an employee?

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Activity Three

English

Step 1

Behavioral objective: The students will demonstrate skills in local job information research through (1) teacher and librarian lectures; (2) library and guidance office visitation and research experience; (3) interviewing faculty and parents; and (4) discussing results with guidance staff, and with success being determined by the comprehensiveness of their research and their written report based upon previously established criteria.

Step 2

Prerequisite learning: Use of library resources. (If students have had little experience in using the library, then those skills will have to be developed first.) Interviewing techniques acquired in Activity One.

Step 3

Time consideration: Eight-ten class periods (40-45 minutes each)

Step 4

Special considerations: Obtain cooperation of the guidance staff and provide them with an outline of goals for the unit. Make arrangements for librarian to visit the class and provision for touring the library. Familiarize self with school library and guidance office resources.

Step 5

Teacher activities: Introduce librarian on day of his/her visit having previously (1) informed students of the visit; (2) given an overview of the kinds of activities that will be taking place during this unit; and (3) guide generation of student questions to ask librarian. The teacher will either conduct the library tour or arrange for library staff to do so. Teacher should direct structure of research format so that it is comprehensive and practical. Keep checklist of progress as students complete research tasks. Be responsible for explaining the scope and expected outcome (mini-research paper). Provide information on how to list sources of various types (books, encyclopedias, oral communications, newspapers, etc.). Be responsible in checking and conferring individually with students on first drafts of paper. Set up a schedule of speaking times for students to present findings in class.

Step 6

Student activities:

1. Listening and note taking during teacher and librarian lectures. Participation in question-answer period after or during lectures. (two days)

2. Tour school library, filling out map of where sources are located (encyclopedias, readers guides, etc.). (one day)

3. Either based on information gathered by social studies class research of local area employers and job types or based on community interviews from Activity One, students should choose a particular job area to research using both library and guidance resources. (one day)

4. Students work out of class to complete library/guidance research after one day of working in library during class time. (one day)

5. Interview teachers and relatives about their jobs out of class.

6. Students individually confer with counselors about researched jobs, possibly obtaining additional comments, sources, or suggestions especially as to the local availability of training for this job, high school related courses, and other similar types of jobs (maybe available outside the community). (out of class)

7. Students write a mini-research paper in which good English usage is considered and sources properly cited. (in class work one to two days—complete out of class)

8. Students turn in final papers and present a summary of their research to the class.

Step 7

Resources:

Audiovisual aids of library sources (filmstrip, movie, or transparencies)
Results of social studies survey of community jobs
Diagram of school library
Progress check list for student research
Text or handout on how to write a research paper

Step 8

Evaluation: Successful completion of library and guidance research, counselor conferences, teacher and parental interviews, research paper and oral presentation to class.

Activity Four

English

Step 1

Behavioral objective: The student should acquire job acquisition skills in areas of job application, reference letter, resume, and autobiographical information in individualized self-study, using provided procedures and examples, as successfully reviewed by local employers.

Step 2

Prerequisite learning: Letter writing (business style)

Step 3

Time consideration: Five-six class periods (40-45 minutes each)

Step 4

Special consideration: One week prior to implementation of this unit, students should complete a pre-test survey (taking about fifteen minutes) including the following items:

- List those questions on an application form which a person might be expected to respond to.
- List three serious mistakes people might make in filling out job applications.

Step 5 and 6

Teacher/student activities: Provide a current article related to the teenage work force to be read and reacted to in class. Present a brief summary of the Social Security system and the need and purpose of having a Social Security number. The teacher should introduce all forms to the class and allow time for explanation and student questions of how to complete the forms. (Obtain a Social Security form and duplicate for class use; obtain a job application form and duplicate for class use.) In presenting the Social Security form, the data fact sheet, and the first job application form, it might be best to go over each item individually, having students fill in responses as each item is explained/discussed. Guide discussion of employer evaluations results as students present the results in class. Repeat pre-test procedure and present results of comparisons of pre- and post-test analysis.

Conduct a survey in class to determine which students have held or are holding jobs and how those jobs were obtained. The survey can be conducted by recording responses to the following categories on the blackboard.

- Kinds of jobs held
- Where student obtained information about the job opportunity
- Procedure student went through to get the job

This could lead to a variety of discussion topics related to job finding and job getting, hopefully, one of those being the necessity of filling out job applications.

Fill out a Social Security application in class.

Fill out a fact sheet of autobiographical information needed on job applications (see Exhibit R-IV).

Establish a procedure for obtaining references and then each student should contact three references outside of class and have a permission slip signed and brought back to class that the three have been contacted and have granted permission.

Suggested Procedure for Establishing References:

Choose three people for references who can provide information on you based on the relationship they have had with you. Possible sources: former employers, teachers, counselor, clergy.

Contact people to obtain permission to list them as references so they will be prepared to receive recommendation forms for you and also to assure that he/she will write a *positive* recommendation.

Obtain official title, address, and phone number of references.

For class purposes to prove references have been contacted, students should have a permission slip signed possibly like the one below:

Reference Permission Slip

I _____ am willing to serve as a personal reference source for _____ and will write a recommendation for job employment if asked to do so at a later date.

_____
address

_____
phone

Write a resume of previous work experience. (Since many high school students will not have had an extensive employment background, tasks such as volunteer services, caring for younger siblings, doing odd jobs like lawn mowing, snow clearing, babysitting, etc. should be emphasized.) See Exhibit S-IV.

As an in-class activity, individuals should fill out job applications using information from the previously completed personal data sheet.

Out-of-class assignment: Contact an area employer and obtain actual job application that he/she used in hiring practices. Fill application out and arrange to talk with employer so that he/she may critique the application for the student to bring back to class.

Students should discuss the job application evaluation of employers to note similarities, differences, and suggestions.

Repeat Pre-test Procedure; students should discuss the findings established through teacher analysis of pre- and post-tests.

Step 7

Resources:

Current article on teenage work force
Article on Social Security system
Social Security number application

Job applications
Reference permission slips
Resume form
Fact sheets
(pre-test and post-tests for class use can be duplicated or written on board with student responses written on notebook paper)

Step 8

Evaluation: Pre- and post-test mentioned in Steps 5, 6, and 7. A comparison of the pre-test data and post-test data will enable staff to assess activity effectiveness.

Activity Five

English

Step 1

Behavioral objective: Become aware of the community potential for employment, the resources needed for community employment growth, and how this might affect existing community life, through large group study involving community leaders, as evidenced by a community forecast paper presented and discussed with community leaders.

Step 2

Prerequisite learning: Information from social studies survey of existing community employment opportunities. Research skills developed in Activity Three. Communication skills of interviewing developed in Activity One.

Step 3

Time consideration: Seven-nine class periods (40-45 minutes each)

Step 4

Special considerations: Obtain copies of social studies survey of community employment. Good opportunity for social studies class and English class to work closely together on a community project with individual social studies class members pairing with individual English class members to conduct community interviews and transcribe them to be used as part of a group research project. Teacher must contact and arrange for guest speakers. Arrange for business education class to type and reproduce final research paper.

Step 5

Teacher activities: Prepare copies of social studies survey for class use or project survey results on opaque projector. Lead discussion on survey results. Lead discussions related to student findings of community needs. Introduce guest speakers. Help students prepare questions to ask guest speakers. Guide formation of groups for working on different sections of research paper. Analyze pre- and post-tests. Arrange for panel of community leaders to review and react to final research paper (in class, if possible).

EXHIBIT R-IV

Activity Four
Autobiographical Fact Sheet

1. Name _____
   First *Middle* *Last*
2. Social Security Number | | | | | | | | | |
3. Home Address
   _____
   Street *City* *State* *Zip*
4. Telephone Number (or number at which you can be reached if you do not have a home phone)
   ( ) _____
   Area Code
5. Citizenship Status _____
   U.S. *Other (specify)*
6. Birthdate _____
   Month *Day* *Year*
7. Sex Male ☐ Female ☐
8. Marital Status Single ☐ Married ☐
9. Dependents _____
   how many
10. Home Own ☐ Rent ☐
11. Do you own other real estate? _____
12. Do you own a car? _____
13. In case of accident, notify: _____
    Name *Phone*
    _____
    Street Address *City* *State* *Zip*

EXHIBIT R-IV (Continued)

14. EDUCATION

Name and Address	Years Attended	Grades Attended	Graduate Status (yes or no)
ELEMENTARY: Name_____ Address_____ _____			
JUNIOR HIGH: Name_____ Address_____ _____			
HIGH SCHOOL: Name_____ Address_____ _____			
COLLEGE: Name_____ Address_____ _____			

15. EMPLOYMENT HISTORY

Employer's Name and Address	Your Duties or Type of Work	Wages	Dates Worked	Reason for Leaving

EXHIBIT R-IV (Continued)

16. REFERENCES

Name and Address	Occupation	Phone Number

17. Have you ever served in the Armed Forces? Yes ☐ No ☐ Rank_____

Service Branch_____ Date of Discharge_____ Reason_____

EXHIBIT S-IV

Activity Four
Personal Resume Sample
(This will need to be adopted to fit student information)

ROBERT E. SIMPSON

Address:	2839 Mariana Road Johnson City, Missouri	*Birth Date:*	3/22/32
		Birth Place:	Monroe, Iowa
Family Status:	Married Wife, Joan Simpson Daughter, Ellen Simpson Age 14	*Present Employer:*	Johnson City Public School Johnson City High School Johnson City, Missouri

EDUCATION

High School: Graduated Monroe, Iowa, High School, 1949

College: Graduated University of Iowa, 1954, B.A. Education/Journalism and English

Graduate Work: Enrolled graduate school at University of Michigan, 1966; attended summer sessions periodically gaining twenty hours current credit.

Special Training: National Defense Education Act Institute for preparation of English-Journalism teachers to improve editorial skills for personal and professional use; Institute held at University of Missouri, 1971.

EMPLOYMENT

1954–1960. High School English Teachers, Fargo, North Dakota. Yearbook sponsor; employed summers as deskman on Fargo newspaper.

1960–1962. High School Journalism Teacher, Central High School, Milwaukee, Wisconsin. Summers employed as reporter–photographer for special assignment on Milwaukee Journal.

1962–1964. Public relations work for personnel department at William Henry Harrison Insurance Company, Madison, Wisconsin. Preparation of manuals, speech writing, advertising, and promotion.

1964–1966. Reporter for Madison Star.

1966–1976. Coordinator of publications, director of Journalism Affairs for public schools of Johnson City. Free-lance and consultant writing services for advertising agencies.

EXHIBIT S-IV (Continued)

WORK AND CHARACTER REFERENCES

Rogert Behrman
Superintendent of Schools
Fargo, North Dakota

Frank Wigton
Manager and Editor
Milwaukee Journal
Milwaukee, Wisconsin

Robert Krause
Vice President
Harrison Life Insurance Company
Madison, Wisconsin

Tom Atherton
Superintendent of Schools
Johnson City, Missouri

Step 6

Student activities:

1. Pre-test of students' views of community employment and future potential (develop format to meet local needs).

   Read and discuss social studies surveys of community employment at present. (one to two days)

2. Determine how existing employment opportunities can be developed or expanded in the future considering why it might be helpful (e.g., ease unemployment situation, provide part-time jobs for students, retention of young talent who may be tempted to leave the community, advantages to the community). (one day)

3. Contact community employers and city planners to determine if community needs assessments have been conducted. If not, determine a needs assessment form for a sample of employers, future workers (high school students), present area employees, city officials, and non-working residents (in-class discussion and much outside contact in communities). (one day)

4. Compare needs of city planners with those of employers. Or, if own survey is conducted, compare results of various group(s) responses mentioned above in No. 3 (in-class discussion of results). (two days)

5. Prepare a research paper based on community surveys and student conclusions from the previous activities. A group paper with various students selecting the parts they wish to work in is recommended.

6. Take post-test (same format as pre-test) and discuss analysis of comparisons of pre- and post-tests.

7. Present final paper to panel of community leaders (in class if it can be arranged). If not possible, groups of students should present paper to community leaders at his or her convenience. Record session and then analyze and present conclusions to class. (one to two days)

Step 7

Resources:

Social studies survey
Opaque projector if survey is not duplicated for students
Guest speaker(s) (city official, local employer, former student who had to leave community to obtain employment)

Step 8

Evaluation: Pre- post-tests mentioned under student activities; final research paper; community leaders' evaluation.

Activity Six

"Law and Work"

Social Studies

Step 1

Behavioral objective: The student will become aware of the legal aspects of part- and full-time (paid—unpaid) employment in the community by researching employment laws and practices through field trips, telephone interviews, letters, law publications, as evidenced by a comprehensive file of local community employment laws and how they might impact on the employer and employee.

Step 2

Prerequisite learning: The student should have a general awareness that there are laws governing employment practices and that employees are affected by them in some way.

Step 3

Time consideration: Five-six class periods (40-45 minutes each)

Step 4

Special considerations: Collect documents affecting worker and employer practices from local governmental agencies, employers, etc.

- Consult with an employer in the community to determine which issues related to employment laws might be touchy to certain employees as well as gain suggestions on how students can effectively conduct their research.

- Make contact with speaker (Department of Labor official—county level) who will speak to class on the topic of law and employment. Prepare to provide the speaker with objectives and expected outcomes of the presentation.

- Research all laws, school policy, etc. that provide direction to you as a teacher on the "do's" and "don'ts" of teaching, and prepare statements on:

  1. Effect on teacher (pro—con)
  2. Effect on tax payer/school board (pro—con)
  3. Effect on consumer (student) (pro—con)

  This will serve as an example for the student groups as they research laws for other occupations.

Step 5

Teacher activities: Present laws that govern your teaching role—limitations and benefits to all concerned. Have speakers present the employment laws that affect each group of workers in the community. The following outline might be used:

1. Have class identify a worker or group of workers (postal carriers, foundry workers, etc.)

2. Have speaker cite the major employment laws that

   a. Protect the employer
   b. Protect the employee (under eighteen, over eighteen, men or women)
   c. Protect the consumer

3. Have speaker present rationale for these laws and problems that have or might occur.

4. Have speaker suggest effects on individuals or groups if no laws existed.

Present the purpose for a wall display on which students can record their research findings.

EXAMPLE:

Listings of Local Laws	Benefits of Laws	Implications for Youth	Newsclipping dealing with Law Enforcement

Help student cluster into four small groups to:

- visit key community leaders
- research law materials in library
- write letters to employment law enforcement agencies
- conduct phone interviews with employers

Prepare the student for the research task and explain procedures for conducting each group activity.

Gain permission from administration to conduct activities.

Set up research files to hold the written reports collected by each research group.

Suggested Categories for File

1. Employment Laws (General)

   a. Youth
   b. Adults
   c. Special groups

2. Major occupational categories in community

   a. Farming
   b. Truck driving

   For each category the report format might include

   a. description of occupation
   b. general laws that pertain to occupational category
   c. effect of law on worker (interview results)
   d. effect of law on employer (interview results)
   e. newspaper clippings showing problems or benefits associated with law.

   Call several community leaders (government—employers) to examine file and suggest ways in which it could be improved through future class activities.

   Provide employment law and practice file to person(s) in charge of job information center in the school.

Step 6

Student activities:

1. Establish research groups based upon interest. Identify leader and recorder.

2. Prepare research plans and procedures.

3. Make necessary contacts with community leaders to gain information necessary to carry out selected research activities.

4. Conduct research activities.

Step 7

Resources:

File folders
Room set up for four small groups
Telephone book
State manuals dealing with employment laws
Any employment law materials from local employers
Framework materials for bulletin board

Step 8

Evaluation: Pretest—Have students record as a group (chart paper) (chalkboard) the references and agencies that they know of that deal with employment laws. (fifteen minutes time limit)

Agencies	Individuals	Materials	Other

Brainstorm—all responses should be recorded.

Teacher: Record the results of this session for later use.

Post-Test

1. Have students working in pairs try to fill out ten agencies, individuals and materials that deal with employment laws. A worksheet similar to the example above would be sufficient (fifteen minutes). Analyze the difference in number and accuracy of these responses as compared to the results of Pre-test.

2. *Optional*

   Have class divide into two groups.

   Group 1 (Pro strong and stronger employment laws)
   Group 2 (Pro relaxing employment laws)

   Have each group prepare a ten minute presentation regarding their position and be prepared to respond to questions and challenges. Employers and other community members should be invited to not only observe but to participate in the debate.

Activity Seven

"City without Services"

Step 1

Behavioral objective: The student will become aware of the value work has to the community through a large and small group study of the topic "A City without Services" where the students can depict the results and effects on community living of critical services that were terminated by written and verbal presentations to community leaders.

Step 2

Prerequisite learning: Some general understanding of the kinds of city services that are available and how they are administered within the city/township government structure.

Step 3

Time consideration: Four-five hours of class work

Step 4

Special considerations:

- Teachers can present the "City without Services" with the knowledge that some students will do some research on their own and others will not.
- Teacher could have the students divide up into groups thus giving them a chance to work with friends and/or students they desire. Then each group would have to take a different topic (The City, The People, or You).

  Option—The teacher could name each title and ask which students would like to work in that group.

  In either case, a list should be made identifying the students in each group.
- The teacher needs to be aware of how the city operates. Therefore, he/she may need to do some research on her/his own. Going to several city council meetings would probably be helpful.
- Teacher needs to make arrangements for the mayor to speak to the class. The mayor should describe all the services provided by the city for its residents. Ask the mayor to bring in any charts or brochures that would help to relate this information.
- Teacher should inform the students ahead of time that the mayor is coming to speak about services provided by the city.

Step 5

Teacher activities:

- At the beginning of a class period, the teacher could present the following information to the class:

  "Last night the members of the City Council met to go over next year's budget. They found that the estimated monies coming in from city taxes and other sources could not meet the debts of the city. Therefore, City Council decided to terminate several services provided by the city which they felt the community could do without. These are police protection, garbage service, and city recreation services."

  The teacher then asks

1. What services does our city government provide for its residents?

2. If police protection, garbage service, and city recreation services were terminated, how would this affect the city, its residents, and you?

The teacher would then copy on chart paper all responses by the students. She/he could tape four sheets of paper and organize them in this way.

Services Provided by the City	Police Protection Effects on	Garbage Service Effects on	City Recreation Programs Effects on

- Teacher will introduce the Mayor to the class and tell them that the Mayor has come to speak to them about the services that the city provides. Teacher could record information on a chart or at desk and also encourage the students to take notes. Afterwards, the teacher could encourage the students to ask the Mayor questions.

- Teacher will inform the students that during this class period they are going to divide up into three groups. Group one will be responsible for thinking about how it could find out more information concerning what effects "no police protection" has on the city, its residents, and you.

  Group two will be responsible for thinking about how it could find out more information concerning what effects "no garbage service" has on the city, its residence, and you.

  Group three will be responsible for thinking about how it could find out more information concerning what effects "no recreational program" has on the city, its residents, and you.

  Also teacher should ask each group to pick a student to be the leader (his/her job being to see that the group talks about the topic and helps to keep the discussion going). Also, each group needs to pick someone to write down students' suggestions.

- Teacher will go around and find out how and who the different groups feel they need to contact. Give guidance if necessary.

- Teacher needs to have a large group discussion to allow the students to relay how they will go about contacting these people and what should be said and/or asked.

- Teacher has to allow time for each group to meet and discuss information collected—also what effects this has on the city, its residents, and you.

- Plan field trip for the class to observe City Council meeting.

- Make arrangements for City Council members to come to the classroom to talk with the students about their responsibilities and answer any questions.

- Ask the students to relate their feelings to the following idea: "If you were on City Council and could not meet the debts, what would you suggest doing? The same thing—ending police service, garbage, and city recreation or something different?"

- When the students feel they have enough information, the teacher is going to have the students tell how and why they would do things differently in a mock council meeting.

Step 6

Student activities:

- The students will brainstorm and verablize answers to teacher in relation to the questions asked by the teacher.

- The students will listen to Mayor's presentation and take notes.

- Students will divide up into three groups: (1) Police Protection, (2) Garbage Service, (3) City Recreation Programs for the purpose of brainstorming how and where they could go to find information about how terminating the service they are responsible for has effects on the city, its residents, and you. They will also pick a leader and a recorder for their group.

  Possible information any or all groups may come up with

  1. We need to find out in detail services provided for our specific group.

  2. We need to contact by phone or personal contact, City Council members, Safety City Service Director, Sewage Treatment, Waste Disposal, City Recreation Director.

- Students discuss with teacher how they will go about contacting these people and what they are going to say or ask.

- Students are to record the information they collect which will be collected outside of school if possible.

- Students have to decide among themselves who is going to contact whom.

- Students discuss in their small groups the information collected and what effects this has on the city, its residents, and you.

- Field Trip—observe and take notes during the council meeting.

- Listen, take notes, and ask questions of the City Council members visiting the classroom.

- Think about what you think City Council could have done other than stop the services.
- Group of students will role play City Council members. Tell how and why the make decisions regarding community services.
- Group of students will role play community taxpayers. Tell why taxpayers cannot function without these services because of the effects on the city in general and its individual residents. Suggest other alternatives to cutting services because of limited resources.

Step 7

Resources:

Chart paper
City Council members
Mayor
Mock City Council role playing situations

Step 8

Evaluation: Teacher will invite City Council members to the classroom to help evaluate the mock City Council meeting prepared by the students. The teacher should provide the members with some guidelines to use during the observation. The focus of the evaluation should be on the realism of the resolutions presented.

If it is not possible for the City Council members to come to the classroom, the teacher could have each group prepare a written report of their findings and recommendations. The teacher could obtain City Council member input in evaluating these materials.

Activity Eight

"Job Information Center"

Step 1

Behavioral objective: Establish and maintain a job information center in the school available for use by students and community members resulting in both student and community adults using this service and attesting to its value on user service evaluation forms.

Step 2

Prerequisite learning: No special considerations.

Step 3

Time consideration: Five-six hours of class time, several hours of outside student work as early in the year/unit as possible.

Step 4

Special considerations:

- Receive administrator permission for starting the job information center.
- Confirm cooperative relationships with guidance staff, English Department, janitorial staff (weekend, vacation, summer activities).
- Find location and acquire sufficient space to conduct activities.
- Present efforts to employment service, employers, and local newspapers prior to start-up.
- Develop strong support for this activity as an integral part of social studies as well as a needed service for both students and potential employers.
- Do not expect all students and/or community members to immediately be turned on to the activity but find ways of cultivating support and involvement.
- Be prepared to discuss the pros and cons of community surveys and how this activity fits into the social studies curriculum.

Step 5

Teacher activities:

- Present basic concept of a job information system to students and relate it to the objectives of social studies class, e.g.,

  1. Understanding of the job characteristics and make-up of community.
  2. Experience a responsibility of providing a service to both fellow students and to the community as a whole related to their job needs.
  3. Provide an experience to a broad sample of community members in a service type relationship.
  4. Understand the job potential and turnover of the labor force within the community.

- Direct student brainstorming regarding the components of a job information service:

  Location
  Job books
  Posting techniques
  Evaluation techniques
  Community survey techniques
  Types of information that should be collected and recorded/posted

- Establish working relationships between the cooperating English class, the business education class, the guidance office, and building secretary.
- Show film on phone interviewing and surveying.

- Monitor the writing of newspaper articles, school announcement scripts, telephone survey scripts, and set up of job information system with the guidance office.
- Monitor the student/paraprofessional work schedules for operating job information service.
- Give leadership to and monitor the job information system evaluation attempts.
- Help students with class presentations concerning their use of service as well as present system at teacher-staff meeting.
- Work closely with administration, counselor, and employment office so as not to duplicate services and to assure that accepted techniques are used.
- Evaluate on a continual basis student phone presentations to home owners, employers, etc.
- Evaluate the system of controlling number of students that respond to any given job request.

Step 6

Student activities:

- Set up 3-ring notebook for part-time/full-time jobs to include

Short term part-time	Long term part-time
—yard work	—janitorial
—babysitting	—paper route
	—stock boy/girl

- Determine what information should be recorded in each section of handbook.
- Determine how job notice will be posted on bulletin board, etc.
- Determine procedures for collecting, recording job information, and cancelling orders when they are filled.
- Determine procedures for controlling the number of inquiries that a particular employer might receive about one job.
- Determine procedures for communicating service to students and to community members.

Examples:	class presentation	telephone survey
	general announcement	personal visits
	newspaper	

- Determine procedures on how information system could be maintained throughout the school, Saturdays, holidays, and summers.

—work with guidance office	—call for volunteers (study hall persons)
—work with school secretary	—retired persons from community

- Determine job information service evaluation procedures.

- Conduct community telephone canvas

  —Divide phone book up among students in class
  —Prepare phone call message script to be used by all callers
  —Complete any file cards and record them in system
  —Conduct any follow-up as needed

- Participate in discussion with community members who examine and react to job information and placement system established by class.

Step 7

Resources:

Bulletin boards
Telephone
Card file
Clerical help
Available job announcement cards
State employment service materials
Student job availability cards
Telephone interview/survey film from telephone company
Interview room or space
Files (2 4-drawer)
Rollex
Reproduction equipment
Job information brochure
Letter writing materials
Parent permission slips
Projector

Step 8

Evaluation: Select a random sample, 5 to 10 percent of community members and employers, and have students ask questions:

- Has the program been successful in filling your job orders?
- Has the program oversold your job needs resulting in too many persons calling your office (you)?
- Has the staff (students) of the job information service been polite, business-like, followed through as promised, etc.?
- What are the strengths of the present system?
- What changes would you suggest to increase the program's effectiveness?

Have students record responses, analyze data, present steps for program change, have review by staff, and make necessary changes.

EXHIBIT T-IV

Activity Eight

Sample News Letter Article

FOR IMMEDIATE RELEASE

GREEN VALLEY SOCIAL STUDIES STUDENTS PROVIDE COMMUNICATION CENTER FOR PART-TIME JOB INFORMATION

A part-time information service is now available resulting from a class activity in Ms. Sandra Blankenship's tenth grade social studies class.

The service works as follows:

- If you have work that needs to be accomplished at your home or office, *call* 486-3655 (students available to take your call) or stop *in* Room 27, Guidance Office, at the Senior High School, Route 2, Green Valley, and fill out or have filled out a jobs available file card.
- Your job notice will be posted for any interested student.
- A file of students' names and their part-time job preferences are available for review.
- Students will keep system current and provide control over number of calls you'll receive.

HAVE WORK NEEDS – "NEED WILLING HANDS"

Call–486-3655

or stop in at the Senior High School

EXHIBIT U-IV

Activity Eight

Front side:

Community Member Jobs Available File Card

Work Type: _____

Hourly Wage: _____ Job Rate: _____

Hours expected to complete job: _____

CONTACT:

Name: _____

Address: _____

Phone: _____

Special comments to interested student:

Example:
1. Call after 5 p.m. and before 7
2. Job must be completed this week

Back side:

Date Job Filled: _____

Student's Name: _____

EXHIBIT V-IV

Activity Eight
Sample Student Job Interest File Card

Front Side — 3 x 5 Card

File No. _____

Student Name: _____
Date: _____ Address: _____
Phone: _____ _____
Home Room: _____ Age: _____
Free Period: _____ Birthdate: _____
Days Available for Work: _____
Jobs Preferred:
Part-time: _____
Full-time: _____

Back Side

For Office Use Only

Job Referral

1. _____ _____
Comments — Date

2. _____ _____
Comments — Date

3. _____ _____
Comments — Date

4. _____ _____
Comments — Date

EXHIBIT V-IV (Continued)

Sample Employer Job Identification File Card

Potential Employer Job Identification File Card

1. Name of Firm and Address: _____
2. Owner/Manager: _____
3. Contact Person: _____
4. Telephone: _____ Ext.: _____
5. Jobs Available Now:

Title	Wage	Hours

6. Jobs Projected During Next Six Months:

Title	Wage	Hours

Use back side for additional space.

EXHIBIT W-IV

Activity Eight
Job Information Service

Brochure Format

Front and Back

TRY US Description of how the program works.	(cover) **TITLE** Referral or School Telephone:_____
Inside Sheets	
Description of students in school job training programs	**NEED HELP** Description of the kind of part-time work students are looking for

EXHIBIT X-IV

Activity Eight
Miscellaneous Ideas for Job Information Service

Updating

1. On Friday of every week student(s) check all *open* job listings that are over

   a. two weeks old for part-time jobs
   b. four weeks old for full-time jobs

2. Cancel out all filled job cards from file.

3. On a random basis, check with students to see if their job interest card file is up-to-date.

4. On a daily basis, make certain that the job information book and posting areas are up-to-date.

Control Concerns for Service

1. Try and have students make job calls from office.

2. Attempt to convince students to let you know immediately when they have filled a job order.

3. Control the number of students that you refer to any one job.

4. Try to convince caller to notify the office as soon as job is filled.

WORKERS IN THE COMMUNITY

"The Personal Side of Work"

Step 1

Overview, concept, and purpose of this activity: The purpose of this unit is to make students aware of the various life roles that an individual has at any given point in time. The understanding of the interrelatedness of various aspects of one's career is emphasized. The skills developed in this activity are designed to advance the understanding of the world of work (paid and nonpaid) and leisure which are integral to life style selection.

Step 2

Student career development need: Students need to know what kinds of workers make up the community work force and the unique personal characteristics they bring to their jobs, families, and community environment.

Step 3

Career development goals:

1. Acquaint the students with the unique variety of worker groups, workers in their community and develop appreciation for the human dimension of community workers and their life styles, and how they affect the total atmosphere of the community.

Note: The following is a secondary goal, through which planning will be accomplished through the activities of goal 1 above.

2. To produce a file of worker interview reports, classified by worker title that provides the personal side of work to be used by students in their career planning through the job information center, Activity Eight described in *Class-Centered Placement.*

Step 4

Subject matter consideration: This lesson seems to blend in well at the junior high school or in the lower senior high school (grades seven-ten) as an interdisciplinary activity between English and social studies.

English Competencies

- Interpersonal relationships
- Report writing
- Interviewing
- Thought organization

Social Studies Competencies (Social/Community Problems)

- Community life style through worker studies
- Research skills

- Understanding of work force in community
- Effects of worker characteristics as it affects community life
- Economic awareness of community
- Relationships among jobs, performance, rewards, satisfactions, and style of life

Step 5

Behavioral objective: The student will develop an awareness of (1) job variety in the community, (2) the demand that jobs place on workers, and (3) the need for improved self-concept in relationship to future roles as workers, through personal structured interactions with community workers working in both small groups and individually as evidenced by interviewee, teacher, and peer evaluations against provided criteria.

Step 6

Time considerations: Total time six-seven class hours. This lesson could be conducted anytime during the school year which best fits into the English and/or social studies curriculum. If taught prior to vacation periods it would provide students sufficient time to conduct community interviews.

Step 7

Self-preparation: "Workers in the Community" provides an excellent opportunity for the English and social studies staff to cooperatively plan and to provide instruction. These activities draw upon needed communication skills to accomplish a greater community understanding.

- Gain administrative approval for conducting worker interviews
- Prepare and submit article for local newspaper detailing the why, how, when, where of the class activity
- Contact the business education department to see if they would assist in getting worker interviews typed on pre-formated cards
- Contact educational staff who might be interviewed by students as a community worker
- Prepare the rules for brainstorming
- Contact the guidance office to make plans for the use of a four drawer file cabinet for the Community Worker Information
- Cooperatively plan with the guidance office for
  - —help in the classroom
  - —review help
  - —managing the file and helping announce its availability to the total student body and describe how it could be used
- Establish committee that might help in classroom observation and review of draft and/or final information forms

Step 8

Evaluation: See Evaluation suggestions that follow within the Activity Section.

Activity One

"Preparation for Interviewing"

Step 1

Behavioral objective: Same as previously stated.

Step 2

Prerequisite learnings:

- Understanding of what is included in the five role areas of (1) work, (2) family, (3) community participation, (4) leisure, and (5) religious
- Realize that it is the individual who brings dignity and individuality to the job setting rather than the job having dignity by itself
- Understand how the information collected will be used by total student body as it plans and decides about its future.

Step 3

Time considerations: Student mini-activities one and two (one-two class hours); three and four (one-two class hours); five and six (one class hour); seven through eleven (outside class activity); fifteen through seventeen (one class hour).

Step 4

Special considerations:

- Teacher might consider locating a film or books on interviewing to show the class
- Locate the *Occupational Outlook Handbook* for file organization and familiarize self with the kinds of occupational and worker characteristics used in this text

Step 5

Teacher activities:

- Prepare and give student pre-test
- Prepare for class discussion dealing with the various characteristics of life roles and how each impacts on the other from time to time

Using Activity One worksheets, discuss how an individual can be studied as (1) a unique human, (2) a worker, (3) a family member, (4) a participating member of the community, and (5) one who engages in leisure activities.

First of all, talk about each of these aspects and then discuss how each impacts on the other.

EXAMPLE:

Individual:
Tenth grade education
Likes to work outdoors
Good manual dexterity
Good health and strong

Work:
Local foundry—core maker
Tiring work
Night work
Two week vacation a year
Average income
Health hazard

Leisure:
Little time for after work leisure (usually too tired to participate)
Must work weekends at part-time job to make ends meet
Very little leisure opportunity during the day
No time to acquire hobby

Family:
Difficult to help children in their class problems (never home in evening when they need help)
Little money to send children past high school
Very seldom see family together as one group

Community Participation:
Little interest and time in participating in community activities (either the events occur when working evenings or participation demands skills that does not have)

- Give leadership to student-suggested activities listed in Step 6.
- Conduct process evaluations.
- Work with students on individual basis who may be uncomfortable or having difficulty with interviewing.
- Conduct post-evaluation.
- Analyze evaluation and share with students (group and individual).
- Prepare newspaper article on the results of the activity.
- Discuss article and results with administrative staff.
- Work with guidance office to set up completed file.

Step 6

Student activities:

- Participate in brainstorming about life role characteristics (Exhibit Y-IV)
- Participate in formating interview form (Exhibit Z-IV)
- Participate in constructing two-sided community worker information card (Exhibit AA-IV)
- Help determine how the cards will be indexed and stored for student use
- Develop set of interviewer instructions (Exhibit BB-IV)
- Selected class members of class simulate mock interviews (teacher or counselor could be interviewed) to test out clarity of questions, amount of time needed for interviews, etc.
- Selected or all class members try out the form on family adult members as a second field trial of procedures, forms, etc.
- All student members select three persons whom they will interview (Exhibit CC-IV) provides some optional selection procedures
- Students make contact with three individuals
- Students conduct one interview and report any difficulty to teacher or class
- Conduct next two interviews
- Share unique experiences of interviewing to class
- Complete file editing and typing
- Recontact three interviewees with completed first draft for their reactions and revisions
- Complete final revision and typing
- Have teacher–peer judging teams evaluate reports
- Place forms in their appropriate location in information file (Exhibit DD-IV)

Step 7

Resources Needed:

Phone directory
Use of 4 drawer file
200 file folders
Student typists
Student editors
Occupational Outlook Handbook
Chalkboard
Interview Film/books
Worksheets
Figure material
Evaluation material

Step 8

Evaluation: The determination of skill acquisition regarding this set of activities could be addressed in a variety of ways. The main criteria for achievement are: (1) extent to which students become confident and skilled in interacting with interviewees on the phone and in person, (2) extent to which the student follows through with assigned tasks, (3) extent to which the student can transmit interviewee information in acceptable form, (4) extent to which the student can summarize the uniqueness of the individuals they contacted. The following serve as suggested examples.

Step 1. Pre-test: Construct a simple form that would identify the students' (1) understanding of worker life roles and how they impact on each other, (2) feeling of confidence about the interviewing process, (3) writing ability, and (4) ability to verbalize perceptive insights into the uniqueness of person interviewed.

The following questions could serve as examples for each area of evaluation cited above.

1. *Understanding of Worker Life Roles and How They Impact on Each Other*

   a. What different life roles do most adult community members hold?

      1. 4.
      2. 5.
      3. 6.

   b. For each of the answers to (a) above, in sentence form, indicate how one role might affect another.

      1.
      2.

2. *Feelings of Confidence in Interviewing*

   a. Have you ever interviewed an adult before?

      Yes ☐ No ☐

   b. How do you feel about interviewing one or more persons in the community during this quarter as an English class assignment?

      1. Much confidence _____ 3. Reservations _____
      2. Some confidence _____ 4. Just as soon not try interviewing _____

3. *Writing Ability*

   a. How would you rate your ability to put in logical and readable form the information collected through a personal interview?

      1. skillful _____ 3. average _____
      2. somewhat skillful _____ 4. below average _____

4. *Verbalize Perceptive Insights into the Uniqueness of Person Interviewed*

a. How would you rate your skills in analyzing interview information and present in summary fashion to the class the unique aspects of the interviewed person?

1. high degree of skill _____
2. average _____
3. low degree of skill _____
4. not sure, never experienced task _____

Process Evaluation

1. One suggestion would be that the teacher have a rating card/sheet on each student to record progress or problems throughout the whole set of activities

EXAMPLE

Name _____

Class _____ Hour _____

	1	2	3	4	5	Comments
1. Brainstorming involvement						
2. Mock interview (in-class)						
3. Parent interview						
4. Three community interviews						
5. Interviewer form completion						
6. Scheduling tasks						
7. Class interview summary presentation						
8. Final products						
1 Lowest—5 Highest						

2. On a random basis, the teacher might want to contact interviewees to see what problems if any are occurring.

Post Evaluation

There are several areas in which the teacher could collect summative evaluation on students. A few suggestions follow.

1. Give pre-test and post-test to compare how the students differ in their perceptions and knowledge.

2. Have a select group of employers, students, teachers, counselors, and administrators review and react to final information forms that students complete.

3. On a random basis, ask other students (not developers) to suggest the value of the information forms.

4. Observation techniques as students are presenting in summary their interviewing experience.

EXHIBIT Y-IV

Activity One
Worksheet No. 1

Instructions (Part No. 1)

Using the following form and using a brainstorming technique develop a list of identifying factors for each of the following:

1. *Unique Individual Characteristics* (Example—strong, male/female, young/old, outgoing, etc.)

_____ _____

_____ _____

_____ _____

_____ _____

2. *Unique Characteristics of One's Work* (Example—indoor/outdoor, work with people, things, data, physical/mental, etc.)

_____ _____

_____ _____

_____ _____

_____ _____

3. *Leisure Time Interests/Involvements* (Ways in which persons can spend leisure time)

_____ _____

_____ _____

_____ _____

_____ _____

4. *Family Participation* (Ways in which family members interact)

_____ _____

_____ _____

_____ _____

_____ _____

EXHIBIT Y-IV (Continued)

5. *Community Participation* (Ways in which persons can participate in community life)

_____	_____
_____	_____
_____	_____
_____	_____

Part No. 2

Have the students discuss in brainstorming session how each area discussed in Part No. 1 could impact on the other and what the effects could be on the individual. Consider the configuration on the following page.

EXHIBIT Y-IV (Continued)

Individual Life Role Interaction Model

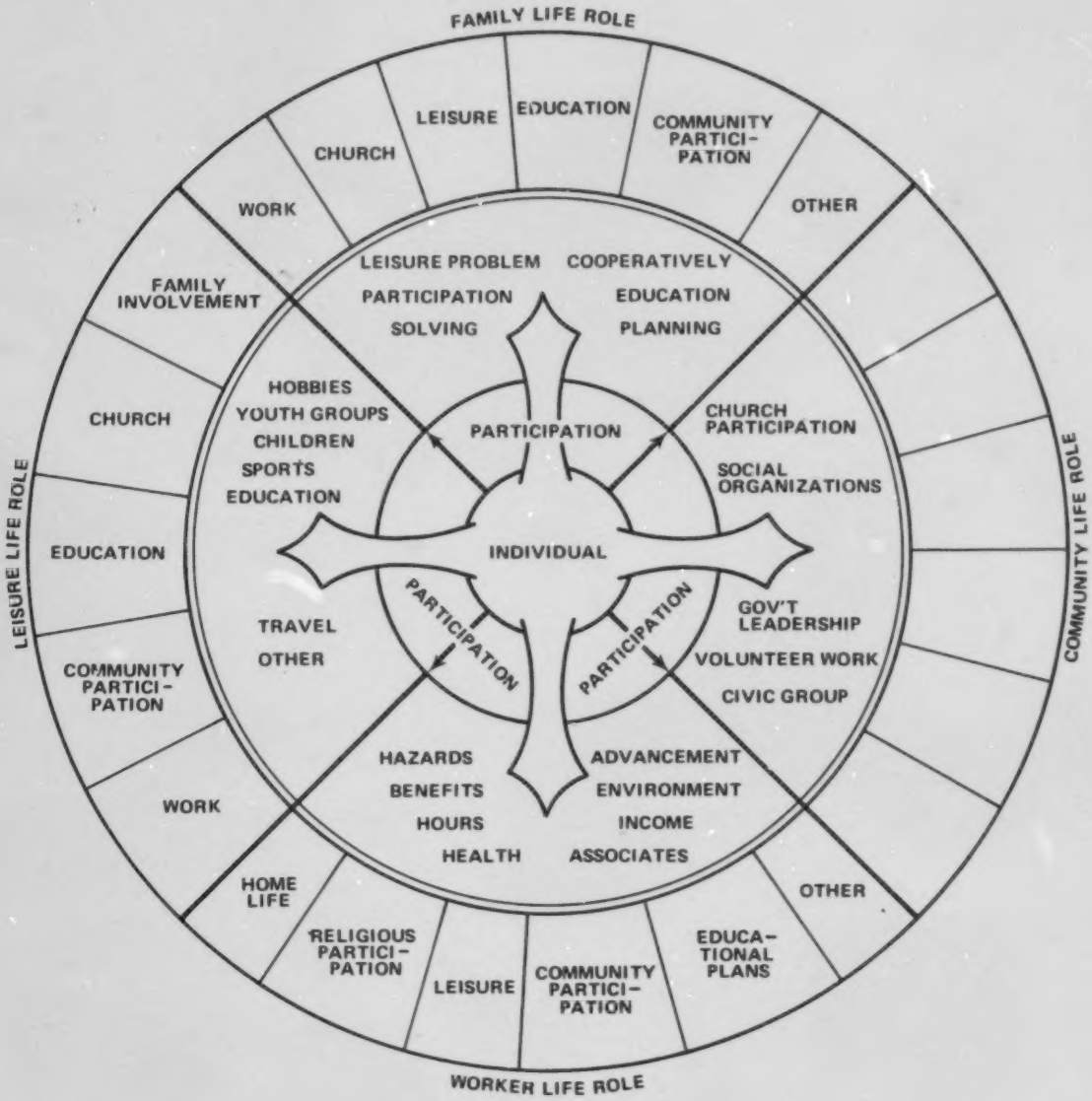


EXHIBIT Z-IV

Activity One
Developing Interview Forms and Indexing Community Worker Information File

Instructions for Forms: Using the list of ideas from completed Worksheet No. 1, have the students in large or small groups develop interview forms and interviewing questions and instructions. Exhibit Z-IV serves as an example of the interview form format and administration suggestions. The important factors in developing forms and instructions is that they are:

- Logically sequenced
- Answerable questions—do not put interviewee on the spot
- Reasonable number of questions
- Important questions

Instructions for Index: In designing the indexing system for the community worker information file, the class might want to consider a cross-index using the names of actual community employing agencies or companies. In this way, if students were interested in looking at job titles first, they would enter the system in one way, and if they were interested in a local company, they could enter the system in a different way. Exhibit DD-IV provides an example for filing worker information cards.

EXHIBIT AA-IV

Example of Community Worker Information Card

Front Side (8½ x 11)

Job Title _____

1. Employer _____
2. Years on the Job _____
3. Training Needed _____
4. Salary Information _____
5. Benefits _____
6. Condition of Work _____
7. Advancement Opportunity _____
8. Work Environment _____
9. Special Job Demands _____
10. Special Job Satisfaction _____
11. What do you like least about your job? _____

EFFECTS OF WORK ON:

Family Life: _____

Leisure Life: _____

Community Life: _____

Comments:

Individual — Personal comment on individual values or attitudes that impact on work, family, leisure, education, etc.

Family — (1) Married _____ (2) Children _____

(3) Ways in which family works/plays together: _____

_____

EXHIBIT AA-IV (Continued)

(4) How does work affect desired family participation?_____

_____

(5) Strengths of family unit:_____

_____

Leisure (1) Hobby interest:_____

(2) Present participation in hobbies:_____

_____

(3) How much time do you have?_____

(4) What would you like to do?_____

(5) How could the community help provide leisure opportunities?_____

_____

_____

(6) Why don't you do what you would like to do?_____

_____

EFFECTS OF LEISURE ON:

Family Life:_____

Work:_____

Community Life:_____

Other:_____

Community (1) Do you live in city? Yes ☐ No ☐

(2) What effects does living outside of city have on community participation?_____

_____

(3) In what ways do you participate in community affairs?_____

_____

_____

EXHIBIT AA-IV (Continued)

(4) What factors if any cause you not to participate in community activities?_____

_____

(5) What effects if any does community involvement have on family?_____

_____

on work?_____

on leisure?_____

Comments:

EXHIBIT BB-IV

Activity One
Suggested Instructions and Procedures for Interviewing

Step 1

Make personal contact (in person or by phone) with persons to be interviewed. Indicate (a) who you are, (b) what you want, (c) why you want it, (d) how the information will be used, (e) how the experience will help your subject learning, (f) how student body will be using the information for their career planning and decision-making, and (g) that in no way would the person's name ever be used on the information forms.

Step 2

Conduct interview at the convenience of worker. Be well prepared with questions and forms, to make the time required as short as possible.

Again, introduce self and explain reasons for interview, e.g., as an English class activity at Green Valley High School, we are attempting to look at the persons who perform work within our community as well as the kind of work they do.

Explain again how this information will be edited, typed, and placed in the school's community worker information file for total school use.

Step 3

Begin questions in the following *categorical* order.

Individual: If I were to ask you to describe your personal value system in one word, what word would you use? During the discussion attempt to gather information on how the individual feels about such things as (1) education, (2) local issues, (3) quality of life, (4) life goals, etc. (Record this on interview form in longhand.)

Job: These questions are quite simple until you get to the "Effects of Work On" section. Try to get the individual to generally indicate how what he/she does as work affects the general life style.

Family: Here again, the questions are quite straightforward. The only area in which some explanation might be needed is the question dealing with family strengths. All that is desired is to find positive examples of how community workers view the strengths of family life.

Leisure: Again, these questions are very direct but some coaching of the "Effects of Leisure On" section may be required. Here we are looking for the realities of possible trade off on how one decides to use nonwork time. (Example: An avid hunter and fisherman may place demands on geographic location for job advancement. Any time that might be available for community participation may also be limited.)

Community Life: What is needed are insights as to what the persons do in way of community involvement, what their aspirations and limitations are, and to highlight some effects involvement might have on other aspects of their lives.

EXHIBIT BB-IV (Continued)

Step 4

Again, discuss next steps.

1. Edit and have typed
2. Return draft copy to interviewee for review
3. Make necessary revisions, final type and place in community worker information file.

Step 5

Thank interviewee.

Step 6

Follow through on Step 4 items.

Step 7

Write letter of thank-you after revisions are collected.

EXHIBIT CC-IV

Activity One
Interviewee Selection Procedure

Option No. 1

1. Parent worker
2. Friend who works
3. Complete stranger

Option No. 2

Three persons who work in the area of the student's interest area

Option No. 3

Select three persons from the local phone book at random

No matter what option is used, it is suggested that the students submit to the teacher the three preferred names plus two optional ones. The teacher would then take all of the sheets and look for duplications. In the case of duplication, the person in charge would assign one or both of the optional names for interviewing purposes.

A presentation of the final name assignments should be made.

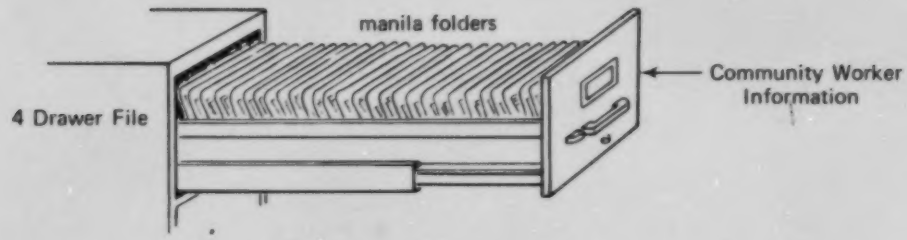
The phone directory with names to be contacted underlined should be secured so that the next time a class conducts this activity, they can draw upon noncontacted persons as their source.

EXHIBIT DD-IV

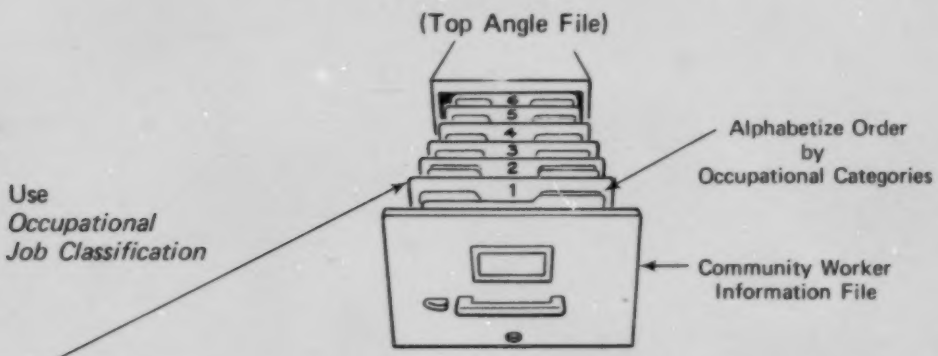
Activity One

Example for Filing Worker Information Cards

(Sideview)



(Top Angle File)



Suggested Occupational Categories

1. Industrial Productions and Related Occupations. *Examples:* foundry, machine work, printing
2. Office Occupations. *Examples:* banking clerks, insurance adjustors
3. Service Occupations. *Examples:* barbers, custodians
4. Education and Related Occupations. *Examples:* teachers, librarians, professors
5. Sales Occupations. *Examples:* auto, real estate, routeman
6. Construction Occupations. *Examples:* road, housing, roofer
7. Transportation. *Examples:* air, railroad, truck, taxi
8. Scientific and Technical Occupations. *Examples:* conservation, engineers, environment
9. Mechanics and Repairmen. *Examples:* telephone, business machines, auto
10. Health Occupations. *Examples:* dental assistant, nurse
11. Social Scientists. *Examples:* economists, geographers
12. Social Service Occupations. *Examples:* counselor, clergy, social worker
13. Art Design and Communication-Related Occupations. *Examples:* actors, displaywomen, floral designers
14. Mining and Petroleum. *Examples:* coal, gas
15. Agricultural
16. Wholesale and Retail Trade
17. Government. *Examples:* military, mayor, postal workers

CHAPTER V

School-Centered Career Guidance: Nonsubject Matter Practices

Karen Kimmel

In order for a career guidance program to be effective, it needs to meet the expressed career development needs of students. Those needs, which are discovered through a needs assessment, can be impacted upon in a variety of ways. One of which is nonsubject matter guidance activities. These are activities which are (1) schoolwide or districtwide in scope or (2) implemented in the classroom but not directly related to a curricular discipline. Nonsubject matter-centered guidance activities do not involve individual or group counseling or guidance which is infused into the school's instructional program.

In some instances, the counselor may initiate the nonsubject matter-centered guidance activities, but teachers, students, administrators, and other community members need to be actively involved to make the activities successful.

Since schoolwide and districtwide activities are broad in scope, they will, in most cases, impact upon awareness level goals. By doing this, they will reach a large number of students which might result in the need to work with students individually to meet higher level goals.

The purpose of this section is to provide five examples of nonsubject matter-centered guidance. It should be kept in mind that these activities and procedures are suggestions only and probably will need to be adapted to meet individual circumstances.

For the examples provided to be most successful, one needs to work under the basic assumption that the activity has either school or district administration support. This support involves providing finances and release time for staff involved in planning.

The activities developed in this section are (1) Career Resource Center, (2) Powwow! Self-Awareness Activity, (3) Career Week, (4) Hobby Time, and (5) Mobile Guidance Van. These activities were developed based on the career development goals presented in the *Life Role Development Model.*

CAREER RESOURCE CENTER

A career resource center can be used to acquaint students with different occupations and life-styles, the skills and aptitudes needed for different occupations, and to assist them in learning about various training programs. The center can be placed in elementary and secondary schools. The exact location will depend on the physical arrangement of the school. It could be situated in the library, a cornered-off section of the hallway, or an extra room. The persons responsible for setting up the center will vary according to each individual situation and whether the center is in an elementary, secondary, or post-secondary school. It is suggested that setting up the center would be the responsibility of the building representative, the librarian, a guidance counselor, and a committee of teachers.

At the post-secondary and secondary levels and perhaps at the upper elementary level, students could aid in gathering information and arranging the center. The task of maintaining the center could be done by the above persons or by such people as paraprofessionals, parent volunteers, teacher aides, and retired citizens.

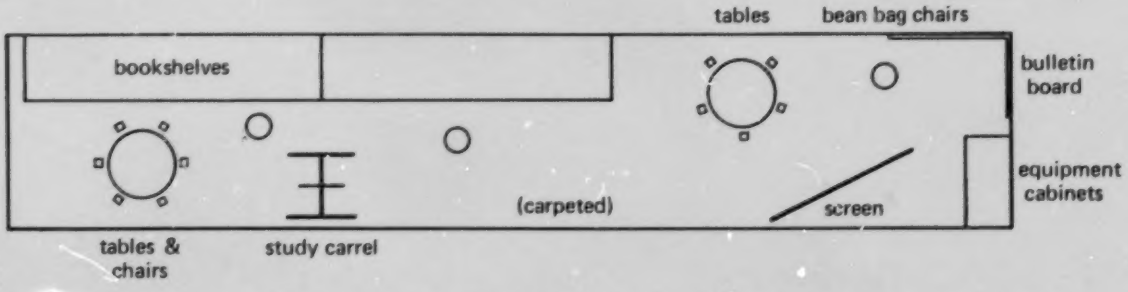
The materials contained in a career resource center will in part depend upon the grade levels towards which it is geared. For the elementary level, it could contain kits and games that relate to career and self-awareness, tapes, films, and filmstrips of people performing different jobs.

The materials contained within a secondary and post-secondary career resource center would probably consist of books, pamphlets, catalogs, films, tapes, filmstrips, kits that would provide more in-depth information on various careers and training programs connected with them. This would include college catalogs, armed forces information, job briefs, VIEW programs, etc. Within the career resource center, there could be bulletin boards containing appropriate materials.

Career Guidance Resources provides descriptions of many different types of materials that can be placed in a career resource center.

Students are the primary users of a career resource center and the times it would be open should most benefit them. It could be opened continuously or during particular hours (depending on staffing). Possibly the center could be open in the evening so parents could use it with their children.

In order to be inviting for students, the center should be as bright and cheerful as possible with movable, comfortable furniture. A possible configuration of the center is presented below.



The remainder of the discussion on a career resource center will pertain to how it could be organized and used in an elementary school. Many of these ideas could be used when constructing a career resource center for secondary and post-secondary schools.

Organizing Committee

A committee will need to be organized in order to successfully implement this activity. It is suggested that in order to gain full school support, the principal make personal contacts with potential committee members. Four or five people would be a workable number for organizing the center.

Committee Decisions

Once the committee has been formed, the following major decisions must be made:

1. Location of the center
2. Types of materials that should be included in the center
3. How the materials and related equipment will be obtained
4. How persons for operating the center will be obtained (Exhibits A-V and B-V provide sample ways of locating interested persons)
5. How the center would be equipped and furnished (refer to Exhibits A-V and B-V)
6. Procedures for use of the center, such as
   - schedule of when center will be open—whole school day, part of school day, after school hours
   - how teachers will use center
   - type of checkout system (if there is to be one)
   - how much and what type of supervision of students
7. How individuals using the center will be oriented (refer to Exhibit C-V)

Center Materials

Many commercially published materials can be purchased and placed in the center, but to make it most meaningful to the students, locally developed materials also should be used. Some examples of the types of items which could be developed follow.

One example would be taped interviews with members of the community which students would use to learn (1) about job opportunities in their area and (2) that adults were once children and had many of the same types of experiences that they have.

The tapes can be made by students in the upper elementary levels, but the work of identifying and contacting participants will probably need to be done by members of the committee.

If your school has a handbook that provides information on various members of the community, refer to it as a guide for choosing participants. If your school does not have such a book, you will need to use other means of finding participants, for example, an article in the newspaper. (Refer to Exhibits A-V and B-V.)

It is suggested that the person who makes initial contact with the participant be an adult. At this time the purpose of the taped interview will be more fully explained. The type of information that will be asked of them by the student will be given, and an appointment for the interview will be set. The place (school, home, or place of business) and time of the interview should be at the convenience of the participant.

The upper elementary level students will then keep the appointment and interview and tape participants using questions similar to those found in Exhibit D-V. It is suggested that the students allow the interviewee to read over the questions prior to the taping and then discuss the answers in a monologue manner (without the student interrupting with questions). With the student providing a brief introduction, the tape should flow smoothly.

Another means of using tapes is to have students who are better readers tape books concerning careers so that other students can listen to the tapes while looking at the books. They could use such books as the *I Want To Be Series* published by Children's Press, Chicago, and *Learning About Careers—Book II*, published by the Finney Publishing Company.

Other locally developed materials could include electrical game boards (Exhibit E-V). These could be put together by an intermediate level science class. An example is a board that has pictures of people involved in occupations on one side and the names of the occupations on the other side. Students would then have to match each picture with the correct title.

Another suggested activity is a hat pole. Hats representing various occupations such as police officer, firefighter, nurse, doctor, etc. would be represented on the pole. For each hat displayed, there would be at least one book relating to that occupation. Once a book has been used by a child, he/she would go to the hat and find a question on an index card pertaining to the book just read. The answer to the question would be provided on the back of the card.

One means of motivating student interest in the career resource center would be a bulletin board which each class could decorate in turn. Exhibit F-V provides a description of a bulletin board display.

Other locally developed materials that could be displayed in the career resource center include murals and pamphlets made by students as part of class projects.

Suggested Uses of the Career Resource Center

With the many different materials in the career resource center, classroom teachers can utilize it in various ways. Below is a description of some of the ways the center can be used.

1. The career resource center could be used as a library resource to acquaint the students with careers.

2. A resource person (speaker) could be scheduled in the center for a period of time to make a presentation. This way every classroom that wants to hear the speaker would have an opportunity.

3. Teachers could set up activities related to certain units in the career resource center and teach a lesson there. This would add more materials to the center.

4. The teacher or the person in charge of the center could have a story hour about career books.

5. Different classes could put on puppet shows for other classes in the career resource center.

6. The teacher could use this center as a reward activity.

7. Teachers could check out films and filmstrips.

Evaluation

Ongoing evaluation of the career resource center is needed to insure that it is meeting the needs of the students. All students and teachers should provide evaluative information to be used by the committee. Evaluations should be made at least three times during the first year of operation and twice a year after that. Students in grades K-three will be asked verbal questions (refer to Exhibit G-V) about the center and perhaps have a group discussion about it. The teacher will then write a report on the response of the class to be turned into the committee. Students in grades four-six will give written responses to the evaluation questions (refer to Exhibit G-V) which the teacher would summarize and send on to the committee. The teacher will also be asked to complete a questionnaire (refer to Exhibit H-V).

The committee should use the evaluations provided towards the betterment of the center.

EXHIBIT A-V

Morning Street Elementary School
6 Morning Street
Green Valley, Iowa

Dear Parents:

We need *your* help in setting up a career resource center! The center, which will be located in the school, will provide information about various careers and lifestyles connected with them. The center will be used by your child's teacher to increase career awareness. By developing an awareness of careers in elementary school, students are better prepared to make career decisions at a later time.

One of the planned activities in the center is to have students listen to taped interviews of people in the community. If you are interested in giving us information about your job, please let us know.

Also, we are trying to make the career resource center as cheerful and comfortable as possible. In order to do this, we are in need of couches, bean bag chairs, other chairs, bookcases, tables, and rugs.

In order to make the center available to students on a somewhat continual basis, there is a need for volunteers to help in staffing the center.

If you are interested in participating with the center in any way, please contact my office at 486-2787 for more details.

Sincerely,

Mrs. Martha Greenbottom
Principal

EXHIBIT B-V

Sample News Article

Career Center to Open at Morning Street Elementary School

Morning Street Elementary School is in the process of establishing a career resource center in the school. The center will provide information about different careers and the lifestyles connected with them.

In order to make the center a success the community is asked to participate in three ways.

It is the hope of the school that the center will be open on a continual basis during school hours. For this to take place, volunteers are needed to help staff the center.

It is planned to furnish the center with comfortable and attrative furniture. The school is interested in used comfortable chairs, couches, bookshelves, or donations of money.

One set of materials within the center is a set of taped interviews with members of the local community. If you are interested in explaining the work you do, please contact the school office to make an appointment for a taped interview.

Anyone interested in aiding the center should contact Mrs. Martha Greenbottom, Principal, at 486-2787.

EXHIBIT C-V

Elementary Career Resource Center

Agenda for Orientation Meeting for Teachers and Volunteers Involved with the Career Resource Center

I. Welcome . . . . . Martha Greenbottom, Principal

II. Explanation of Center . . . . . Ellen Matthews, Librarian

- A. Purpose
- B. Materials it contains

III. Questions . . . . . Ellen Matthews

IV. How Teachers Will Use Center . . . . . Harold Bowmen, Fourth Grade Teacher

V. How Volunteers Will Be Involved . . . . Harold Bowmen

- A. Demonstration and practice use of equipment
- B. Assisting students in operating equipment
- C. Assisting students in locating materials
- D. Supervising students
- E. Conducting checkout

VI. Setting Up Volunteer Schedule . . . . . Jane Davis, Sixth Grade Teacher

EXHIBIT D-V

Interview Form for Tapes

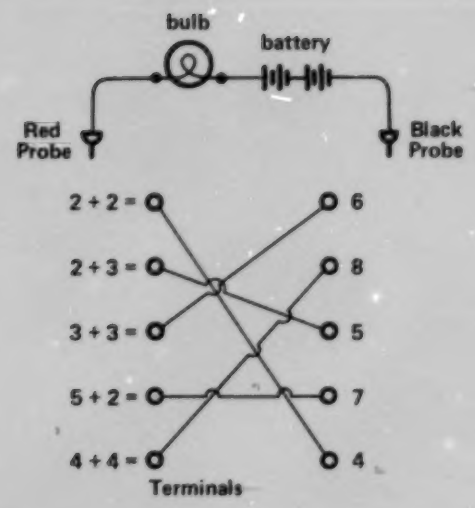
Name _____

Occupation _____

1. Relate a good experience you had when you were growing up.
2. Relate an experience that was difficult for you with which the children can identify.
3. When you were in elementary school, what kinds of things did you want to do when you grew up?
4. Did you have a part-time job while in school? If so, what did you do and how did it help you?
5. What occupations besides your present one have you had?
6. What made you choose your present occupation?
7. What duties are involved with your job?
8. What equipment do you use in your job? How do you maintain or care for it?
9. How does your job affect your lifestyle?
10. What is the most interesting experience you have had in your work?
11. How much education is needed for your occupation?

EXHIBIT E-V

Electrical Game Board



PARTS LIST

1	–	3 volt light bulb
2	–	1.5 volt D batteries
2	–	Probes
10	–	Terminals
1	–	Terminal board

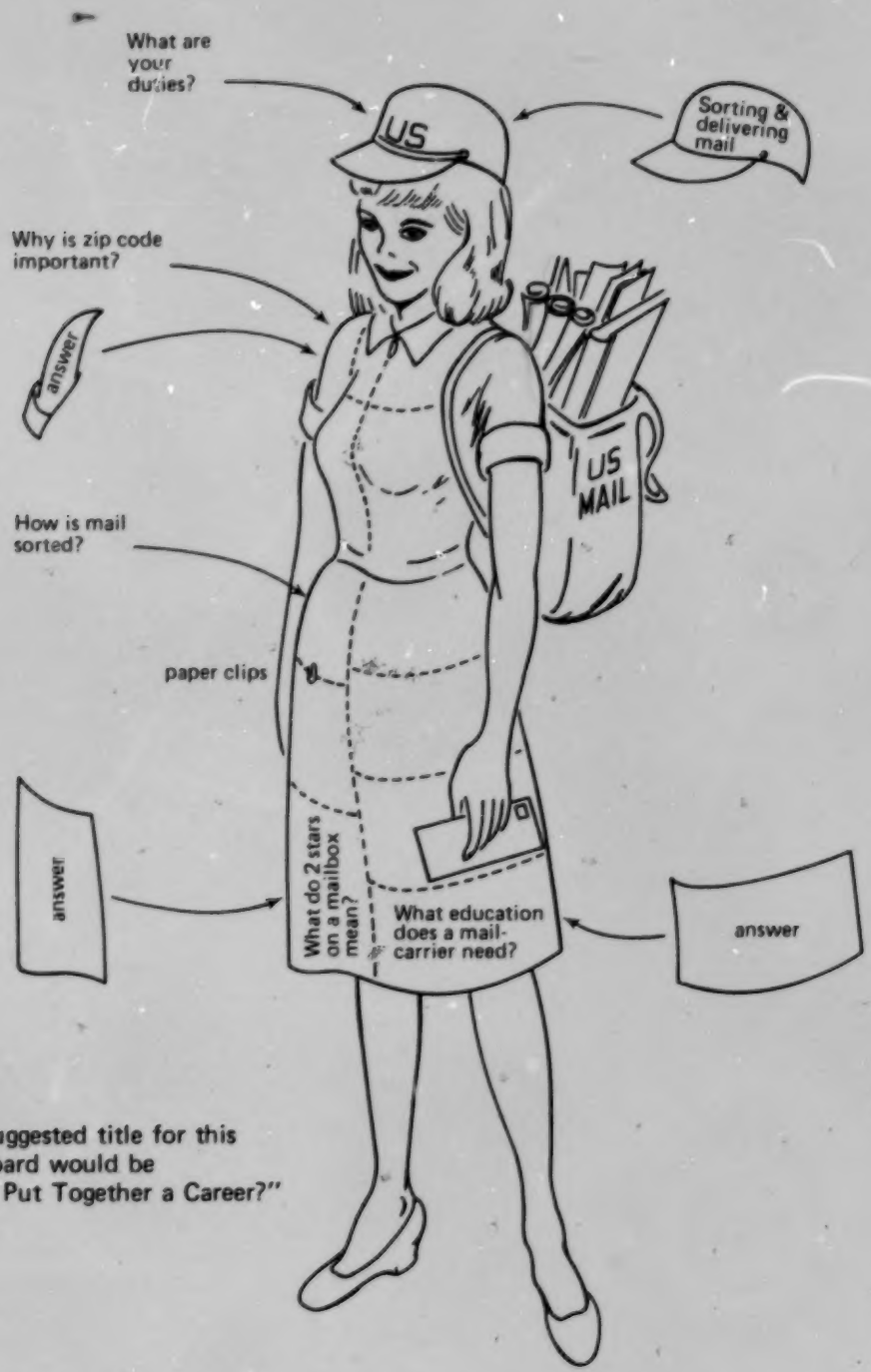
EXHIBIT F-V

Bulletin Board

A suggested bulletin board is "Put Together a Career." Students would be matching questions on the board with answers on the puzzle pieces. A figure outline of a person in an occupation would have ten or more divisions drawn on it. The figure outline would be placed on the bulletin board with a question about the occupation on each division. The student would then read a question and find the corresponding puzzle piece with the correct answer. Once the puzzle piece, which could be on a nearby table, is found the student fastens it to the figure outline. When all questions have been answered, a completed figure of a worker will be formed. Following is a diagram of the bulletin board.

EXHIBIT F-V (Continued)

PUT TOGETHER A CAREER



Another suggested title for this bulletin board would be "Can You Put Together a Career?"

EXHIBIT G-V

Student Evaluation

1. Do you go to the career resource center?

2. Do you like going to the career resource center?

3. What do you like about the center?

4. What do you not like about the center?

5. What have you learned at the center?

6. If you could change something in the center, what would you change?

EXHIBIT H-V

Teacher Evaluation

1. How do you and your class use the center?

2. Would you like to share your ideas with other teachers at staff meetings?

3. Do you feel you could use more help in using the center? If so, what kind of help would you like?

4. What would you like to see added to the center?

5. What suggestions would you have for the improvement of the center?

POWWOW—SELF-AWARENESS ACTIVITY

The purpose of this activity is to help students (1) develop self-awareness, (2) recognize that everyone is unique, (3) recognize strengths in themselves and others, (4) be able to express their feelings verbally, and (4) develop decision-making skills. Powwow is designed to be used at the elementary level, but the concept can be applied on any level.

Powwow is a good daily culminating activity. It is most successful if used for ten to twenty minutes at least once a week.

Procedures

The following is a discussion of the procedures for conducting a Powwow session.

The first session of the Powwow is important in that it sets the tone for the ones to follow. The teacher needs to set the scene the first day. This can be done by announcing to the class the time and place (in the front of the room, in the back of the room, in the library, etc.) of the Powwow. A discussion of what a Powwow might be would follow with the teacher drawing from the students that it is when you sit in a circle wearing headbands. To motivate the students in an activity period prior to the first Powwow students can make headbands to wear.

Every morning that a Powwow is scheduled, students are informed as to what questions will be asked of them so they can think about the topic during the day. A good first session topic is—"Who I Am."

Possible topics of discussion for other sessions could include the following:

1. Likes and dislikes
2. Strengths and limitations
3. Feelings, e.g., what makes you happy, sad, angry, afraid
4. What would you do if . . .
5. Discussion of strengths of a person in the classroom

Every person in the classroom is the target of a Powwow sometime during the year. A target check list is made up at the beginning of the year with each person's name randomly placed on the list. The target of the day is observed all day by others in the class. During the Powwow session each person in the group says something good about the person. The target is the last person to speak in the Powwow and says what he/she likes best about self.

During the first session and periodically thereafter the teacher discusses the rules with the students. The rules are:

1. Sit cross-legged on the floor or in a chair quietly,
2. Only talk when it is your turn,

3. You may pass only if you cannot think of anything to say. If you later think of something, you can raise your hand and contribute at the end of the session, and

4. Everything said is personal and of value and, therefore, should be respected as an opinion.

It is best that the teacher initiates the session. Also, in the beginning sessions the teacher can provide leading questions to assist the students.

Evaluation

In order to judge the effectiveness of this activity, the teacher will have to make an evaluation of each student's progress. The changes to look for would include:

1. Acceptable changes in attitudes and behaviors

2. Increase in responses

3. Increased eye contact

4. Increased amount of self-expression which includes correct language usage

5. Growth in self-control

Sample

Below is an illustration of what part of a typical Powwow would be like.

After Mrs. Smart has her first grade class in Powwow formation and has taken her position in the Powwow she waits for the group to be quiet. She and the group review rules for Powwow and state the topic.

MRS. SMART: "Now remember today we are going to think about what you like to do best. When it is your turn you will share with the rest of the class what you really like to do best. I'll begin and John will be next and then on around the group. The thing I like to do best is be outdoors."

JOHN: "I like to bike ride."

GINA: (Pause)

MRS. SMART: "The thing I like to do best is—"

GINA: "Swim."

BENJAMIN: "That's mine."

MRS. SMART: "It's okay for two people to like to do the same things best. Benjamin, what do you like to do best?"

BENJAMIN: "The thing I like to do best is go fishing with my friend."

MRS. SMART: "That was a very nice sentence."

After Mrs. Smart has made a couple of announcements, the children are called by name to go home. Children are called to leave the area only when under control.

CAREER WEEK

Career week is a schoolwide or districtwide activity that helps students to (1) become aware of occupations, (2) become aware of skills needed for various occupations, (3) see the relationships beteween subject matter and occupations, (4) develop decision-making skills, and (5) become aware of the rewards offered by specific jobs.

A variety of activities is needed to keep the week interesting. The activities could include resource people visiting the school, films, displays, poster contests, panel discussions, student developed movies, and student initiated contact with people in selected occupations.

Since it is suggested that this activity might be districtwide, the procedures provided are for a districtwide event.

Organizing Committee

An organizing committee will need to be formed well in advance of career week since it takes time to plan, organize, and publicize this event. This committee should consist of such individuals as teachers (at least one from each school participating in the week), students (possibly members of student council), at least one central office administrator, a guidance counselor, parents, and other community members. It is suggested that the guidance counselor head up the committee because of his/her expertise. The people who are asked to serve on the committee should be asked to do so by an administrator or the guidance counselor.

The size of your committee may appear to be somewhat large, but it later can be broken down into subcommittees. Each subcommittee would be responsible for one aspect of the planning.

Committee Decisions

After the committee has been decided upon, several major decisions need to be made. These include:

1. The dates for the career week.
2. What activities will be planned by the committee (Exhibit I-V provides a sample survey which could be used to gather ideas).
3. A theme for the week.
4. The type of publicity career week will have in and out of the school (refer to Exhibits J-V and K-V).
5. Who will be selected as resource people. (These people can be identified by using a local resource catalog, or through personal contacts or an organization such as the Chamber of Commerce.)
6. How the resource people will be contacted and asked to participate. This can be done either by telephone or letter (refer to Exhibit L-V).
7. Whether parents and/or other community members are invited to attend the week's activities.

Scene Setting

Time should be spent prior to the week in setting the scene. This would involve publicity pieces in the community, including sending an agenda of the week's activities to the parents (Exhibits M-V and N-V), and teachers telling the students what has been scheduled and discussing with them other culminating activities they might be considering.

Suggested Activities for Career Week

1. A portion of the week prior to career week could be spent making posters to communicate career week to the community. These posters could have such themes as "A Job Is," "My Favorite Job Is," or the students could make posters portraying a particular career with an appropriate slogan. The posters would be judged at the end of the week by a subcommittee and an award would be given at an assembly at the end of the week for each building.

2. Students could develop a movie about career(s). The script, which would be written by a class, could portray a typical day of someone in a particular career. The movie could be filmed prior to career week and shown during the week at different schools or it could be done as part of the week's activities.

3. Occupational displays could be placed throughout the district. Members of local industry, business, and labor could display equipment, pictures, and information concerning their occupations in the different school buildings. If transportation could be arranged, students could travel from school to school visiting the displays.

4. Assemblies could be used throughout the week. During the assemblies, there could be such activities as resource people as speakers, films, and demonstrations. An assembly could be used as an initial activity.

Culminating Activities

After participating in career week, students will have new knowledge about a variety of careers. In order to help them put it all together, culminating activities are suggested. The activities at the elementary and secondary levels are different, but at both levels students are asked to practice decision-making skills by choosing a career of interest.

The following activities are suggested for use with elementary students.

1. Dress-up Day—After students have participated in career week, they will select an occupation that interests them and dress in the manner a person in the occupation would. The costumes can be as simple or elaborate as the students want. If the occupation does not involve a uniform, a hat could be worn with the name of the occupation on it. Students would then parade around the school and surrounding neighborhood. Students in grades two-six could then write about what they are dressed up as and why, and what they enjoyed best about the week. These papers could then be displayed. For K-one, the teacher could use an experience chart and have the children identify the occupations represented in their room. The students could then help the teacher make up a story about what they have learned, and the teacher would put this on the experience chart. Another activity would be to have the students draw a picture portraying what they liked best about the week. These pictures could be put up in the classroom or school.

2. Thank you letters could be written by students in grades three-six. Each class would be divided up into groups of five. A leader would be in charge of each group. Each group would write a thank you letter to a resource person who participated in career week. After the groups have finished their letters, they would decide on which one to send. This letter would then be sent by the whole class to each of the resource people.

The following activities are suggestions for use with secondary students.

1. Each student will make personal contact with a person employed in an occupation of his/her choice. This contact will be made either by visiting that person at his/her place of employment or by writing a letter if it is not feasible to visit. Through the contact the student should discover more about this occupation including duties performed on the job, required skills, needed education, type of on-the-job training, opportunities for employment, chances for advancement, and the effect the job has on the person's life style. The information gained through these contacts could be shared with the class.

2. Members of student council might write thank you notes to the various persons involved in setting up, conducting, and participating in career week.

Evaluation

The evaluation for career week should indicate (1) whether or not the goals of career week were met and (2) ways of improving the week for future years. Evaluative data collected from elementary and secondary students, teachers, and resource people should be given to the organizing committee.

For elementary students a questionnaire such as the one provided in Exhibit O-V should be used. Students in grades K-three would participate in a discussion based on the questionnaire. Students in grades four-six would answer the questions either in writing or by discussion. No matter which way the questionnaire is used, the teacher will write a summary to be given to the organizing committee.

Another suggested form of evaluation for elementary students is the use of pantomime. Members of the class would pantomime different jobs and others in the class would guess the jobs. This activity would indicate whether or not students have become aware of a variety of occupations.

On the secondary level students also are requested to respond to a questionnaire (refer to Exhibit P-V). They could write their answers with the option of discussion afterward. The teacher will provide a summary of the students' questionnaires for use by the organizing committee.

Another suggested evaluation activity for secondary students is the use of role playing. Situations could be presented on index cards for students to portray (see Exhibit Q-V for an example).

All teachers should complete a questionnaire and return it to the organizing committee (refer to Exhibit R-V).

Feedback also should be obtained from the resource people brought in for career week. It is suggested that the individual who has contacted the resource person informally receive the feedback information after the person has participated.

If it is not feasible to receive the data on an informal basis, the resource person should be requested to complete a questionnaire. Exhibit S-V provides the type of information which would be needed by the organizing committee.

EXHIBIT I-V

Survey

September 20, 1976

As you might already know, a districtwide career week has been scheduled for November 8-12, 1976. An organizing committee which consists of Brian Martin, counselor at Green Valley Senior High; Sue Miller, teacher at White Birch Elementary School; Nancy Gordon, teacher at Morning Street Elementary; Donna Appleton, counselor-teacher at Green Valley Junior High; Trudy White, teacher at Green Valley Junior and Senior High Schools; Sam Brooks and Judy Coleman, students at Green Valley Senior High School; John Higgins, superintendent; Mrs. Ethel Warner and Ms. Helen Davis, parents; Mr. David Porter, manager of Farmers Bank; and Dr. Larry O'Brien, M.D.

Career week is intended to help students broaden their career knowledge. We feel it is important to have this activity districtwide so that students can (1) become aware of occupations, (2) become aware of skills needed for various occupations, (3) develop decision-making skills, and (4) become aware of the rewards offered by specific occupations in a concentrated and consistent manner.

Some activities will be planned on a districtwide basis while others may be school or classroom oriented and initiated. Some time will be needed for preparing the students before the week begins and the culminating activities will be done the week following career week.

Below is a list of some possible activities. Please indicate the activities you feel would be valuable as districtwide activities with a check. If you have questions, please feel free to contact anyone on the organizing committee. It would be appreciated if you could return this form to the committee person in your building by September 23, 1976.

Career Week Activities

- ☐ Poster contest
- ☐ Student developed movies
- ☐ Displays by local business and industry
- ☐ Assemblies utilizing resource people
- ☐ Films
- ☐ Your suggestions_____

_____

Culminating Activities

- ☐ Dress-up day (Elementary) (Students portray, discuss, and write about one career)
- ☐ Personal contact with person in a chosen occupation (Secondary) (Letters or visitation)
- ☐ Thank you letters (Elementary and Secondary)
- ☐ Your suggestions_____

_____

The results of this survey and other information concerning career week will be reported at a later date. Thank you for your assistance.

EXHIBIT J-V

Newspaper Article

Green Valley Students Learn About Careers

All students in the Green Valley School District are being exposed to different careers during career week. From November 8th to 12th area citizens are providing information about their careers to students through assemblies and displays. Other activities will include poster contests, films, and individual classroom activities. All interested citizens are invited to visit planned assemblies and displays.

(A picture of the organizing committee could accompany this article.)

EXHIBIT K-V

School Newspaper Article

Career Week is Coming

Do you want to know more about careers?

Do you want to learn about what a person in a career does and the equipment used?

Learn the answers to these and other questions by attending the activities of career week.

Remember career week is November 8-12, and there will be special assemblies all week.

EXHIBIT L-V

Letter to Participants

Green Valley Senior High School
Route 2
Green Valley, Iowa

Dear Sergeant Blue:

The Green Valley School District is observing career week from November 8 to 12. The district thinks there is a great need to acquaint students with a variety of careers to aid them in their career planning.

During the week there will be different activities at all schools in the district. In all of the schools, there will be assemblies with different people speaking. We have reviewed our resource files and feel that you would be an excellent speaker.

I would appreciate it if you would contact me at 486-3655 and indicate whether you would be interested in speaking at one of the schools about being a police officer.

Sincerely,

Brian Martin
Chairperson
Career Week Organizing Committee

EXHIBIT M-V

Letter to Parents

Green Valley Senior High School
Route 2
Green Valley, Iowa

Dear Parent:

All of the students in Green Valley School District will be participating in career week activities from November 8th to 12th.

The purpose of career week is to help broaden the students' career knowledge. By the end of the week, your child should be more aware of different occupations, skills and training required for these occupations, and various job opportunities.

Since we feel that some of the activities during this week might be of interest to you, we are providing you with the following agenda. You are welcome to attend any of the planned activities during the week. Along with the scheduled activities, there will be various displays by local business and industry, poster displays, and individual classroom activities.

Sincerely,

Brian Martin
Chairperson
Career Week Organizing Committee

EXHIBIT N-V

Sample Agenda

Morning Street Elementary School

Monday, November 8, 2:00 p.m.–3:00 p.m.

Kick-off assembly featuring A. Orley Johnson, owner and operator of Johnson Motors whose topics will be "Self and Enthusiasm"

Tuesday, November 9, 2:00 p.m.–3:00 p.m.

Film titled "I Want to Be"

Wednesday, November 10, 2:00 p.m.–3:00 p.m.

Jill Eisansan, naturalist

Thursday, November 11, 2:00 p.m.–3:00 p.m.

Andrew Whiteman, volunteer firefighter, speech and demonstration of firefighting equipment

Friday, November 12, 2:00 p.m.–3:00 p.m.

Showing of student developed movies concerning various occupations

White Birch Elementary School

Monday, November 8, 10:00 a.m.–11:00 a.m.

Kick-off assembly featuring A. Orley Johnson, owner and operator of Johnson Motors whose topic will be "Self and Enthusiasm."

Tuesday, November 9, 10:00 a.m.–11:00 a.m.

Showing of student developed movies concerning various occupations.

Wednesday, November 10, 10:00 a.m.–11:00 a.m.

Film–"I Want to Be"

Thursday, November 11, 10:00 a.m.–11:00 a.m.

Speakers–Roger Mercer, registered nurse and Hazel C. Samuels, M.D.–The Medical Profession

Friday, November 12, 10:00 a.m.–11:00 a.m.

Police officer–Sgt. George Blue
Demonstration of types of equipment police officers use and how his job relates to students

EXHIBIT N-V (Continued)

Junior/Senior High School

Monday, November 8, 9:00 a.m.–10:00 a.m.

Kick-off assembly
Speaker–William Lansing, editor of *Green Valley Gazette*
Topic–"What Is Success?"

Tuesday, November 9, 9:00 a.m.–10:00 a.m.

Four different locations in the school showing occupational films–students choose one

Wednesday, November 10, 9:00 a.m.–10:00 a.m.

Speakers for small groups:
Cable TV cameraman–Joe Edwards
Game warden–Dan Bowley
Motel manager–Joan Hardy

Thursday, November 11, 9:00 a.m.–10:00 a.m.

Panel Discussion–What We Look for in Employees Skills and Personalities

Members of Panel:
Assistant manager of cable TV–Frank Stern
City treasurer–Judy Rae
Hospital administrator–Frances Green
Personnel officer, Friedman Freight–Allen Brown

Friday, November 12, 9:00 a.m.–10:00 a.m.

Video tapes of job interviews by local business persons
Awards for poster contest

Note: Along with all scheduled activities there will be displays and individual classroom activities in each building.

EXHIBIT O-V

Evaluation for Elementary School

Written or discussion questions.

1. What jobs are you aware of that you did not know about before career week?

2. Were there skills needed for some jobs of which you were not aware? What?

3. Was this an enjoyable week? How or how not?

What subjects on the left side of the page will help you with a job on the right side of the page?

Subjects	Jobs	
A. Reading	Police officer	_____
B. Mathematics	Pilot	_____
C. Language and Spelling	Naturalist	_____
D. Science	Editor	_____
E. Physical Education	Firefighter	_____
F. Social Studies	Registered nurse	_____
G. Music	Doctor	_____
H. Art	Clerk in store	_____
	Business person	_____

EXHIBIT P-V

Evaluation for Secondary Students

1. What kinds of new job opportunities did you learn about?

2. Did you obtain information on a job of interest to you? Yes ☐ No ☐

3. Did you see any relationship between the occupations you were presented with and the subjects studied in school? Yes ☐ No ☐ If yes, what?

4. Did the information you received this week make you aware of some other subjects which might be made available to you? Yes ☐ No ☐ If so, what?

5. Do you have some suggested changes for next year? Yes ☐ No ☐

6. What types of changes would you make?

EXHIBIT Q-V

Role Playing Situation

Terry has been working as an X-ray technician for six months. He/she is currently involved with getting clients prepared for X-ray. A client has just walked into the office. Present what Terry does from this point until the client leaves.

EXHIBIT R-V

Teachers' Evaluation

1. Did you think the time involved in the week was worthwhile? Yes ☐ No ☐

2. Which activities did your class gain the most from?

3. Were you provided enough information prior to career week to carry out your activities?
   Yes ☐ No ☐

4. What changes would you suggest be made for next year?

EXHIBIT S-V

Resource Persons' Evaluation

1. Were you given enough information prior to your participation? Yes ☐ No ☐

2. Would you be willing to do this again? Yes ☐ No ☐

HOBBY TIME

Hobby time is a schoolwide activity which assists students to develop new leisure and avocational pursuits. The basic strategy in this activity is to involve community members, parents, students, and teachers in the teaching of a hobby. The activity can be adapted for any grade level and how often it takes place can be adjusted to meet local situations.

For this activity, each student will select a hobby which he/she is interested in but presently does not know. He/she will spend the entire length of the activity learning about that hobby.

As already stated, hobby time can be used with elementary and secondary level students. It can also be used periodically (weekly, bimonthly, or monthly) for an extended period of time or it can be used in a one or two day period with the whole day(s) being freed for this activity. For the purpose of providing procedures on how to conduct hobby time, it will be treated as a schoolwide activity for secondary students.

Organizing Committee

Because this is a schoolwide activity, there is a need to have a committee to organize and schedule it. The committee should be made up of representatives of those involved in the activity. This would include such individuals as principal, teachers, parents, students, and other community members. The number of individuals on the committee should not be too large. It is suggested that the committee be headed up by the principal who would make the initial contact with other persons.

Committee Decisions

The committee will need to make some basic decisions in the planning for hobby time. These decisions include the following:

1. How often hobby time will take place. Will it be a weekly activity, a bimonthly activity, etc.?

2. How long it will run. Will it be year long, for a semester, a grading period, etc.?

3. What time of day it will take place. Will it be during an activity period at the beginning of the day, before lunch, right before school is over for the day, etc.?

4. How many resource people should be involved? This would in part depend upon the number of students in your school (the more students there are, the more resource people would be needed so the classes will be small), and the number of hobbies you would like to have represented.

5. The types of resource people wanted. Many resource people would come from the community-at-large, but remember that students and teachers also have avocational skills and interests which they could discuss.

6. What hobbies will be selected to be represented in hobby time?

Prior to deciding on which hobbies to include in hobby time, one needs to know what resources can be drawn upon. If your school has a resource catalog, you have information on the avocational skills of teachers, parents, students, and some other community members. From this information you can formulate a list of available hobbies and ask the students on a survey form (refer to Exhibit T-V) which hobbies they would be interested in. If you do not have a resource catalog, you will need to search the community for possible resource people. This search could take place by placing an article in the local newspaper (refer to Exhibit U-V) and asking people to respond to a request for volunteers. A more intense search could take place by asking committee members to conduct a survey in the community. Each member of the committee could take a portion of the community (including parents, teachers, and students) and ask either by phone or in person whether people would be interested in participating and what their skills are (refer to Exhibit V-V). After this list is identified, the students would be surveyed about the hobbies they would be interested in having for hobby time (refer to Exhibit T-V).

7. After a determination of the number of hobbies and instructors, it will be necessary to determine materials, space, and volunteers needed for each instructor.

8. How hobby time will be publicized to the student body prior to their signing up for particular hobbies will did to be decided. This publicity could be taken care of by classes. An English class could develop a description of each hobby being taught. A typing class could then type the description which would be passed out to all students.

9. A sign-up procedure for students should be determined. It is suggested that all students participate in the activity and that students who have trouble picking a hobby be given guidance.

After the organizing committee has made all of its decisions and carried them out, the actual activity of hobby time is ready to take place. Instructors should be given enough structure so that they are very comfortable coming into what may be a strange situation.

Evaluation

Hobby time needs to be evaluated by students, teachers, and resource people to determine its effectiveness. In the student evaluation, there should be an indication of whether they met the goal of increasing leisure pursuits (refer to Exhibit W-V). The evaluation forms completed by the teachers and resource people should mainly be concerned with the operations of the activity (refer to Exhibits X-V and Y-V). All evaluation forms are returned to the organizing committee to assist them in future planning.

EXHIBIT T-V

Survey of Students' Interests

As you might already know, the school is planning hobby time. By participating in this activity, you will be able to learn about a hobby you have been interested in. Right now the program is being planned and we need to know what hobbies you would like to see offered in the school.

The organizing committee has put together a list of hobbies which possibly could be used during hobby time.

Please rank your top five choices. Number 1 would be the one you would most be interested in learning about. Remember you are ranking hobbies in which you do *not* have a skill. All of the courses will be beginning courses.

Camping

Weaving

Sewing

Tennis

Swimming

Electronics

Model Building

Dancing

Plants

Flower Arranging

Fishing

Music

Golf

Other_____

EXHIBIT U-V

Newspaper Article

School Looking for Hobbyist

Green Valley Senior High School is planning hobby time, an activity which will allow the students to learn a hobby of their interest. Once every other week, for an hour and a half, all senior high students will attend a hobby class of their choice. This activity will last for six weeks on a pilot basis. Right now, the organizing committee is working on setting up a schedule of people to come into the school and provide instruction on their hobby. If you are interested in participating in this program as an instructor, please contact the school at 486-3655.

EXHIBIT V-V

Community Survey

Green Valley Senior High is planning hobby time. This is an activity which will allow the students to learn a hobby of their interest. Prior to setting up a schedule of classes, the organizing committee needs to find out who in the community is interested in participating as instructors in this activity. The programs would be for every other week for one and a half hours. It will continue for a six week period. If you are possibly interested in participating, please complete the remainder of this form and return it to a member of the organizing committee.

NAME _____

ADDRESS _____

_____

PHONE _____

1. I am interested in being an instructor for the following hobbies:

   _____

   _____

2. I would be able to participate at the following times:

   _____

   _____

3. I would need the following equipment, materials, and space:

   _____

   _____

4. Students who participated in this activity would need the following equipment and/or materials:

   _____

   _____

You will be contacted in the near future about whether or not you have been scheduled into hobby time. This will depend on whether or not you can attend when the activity time is scheduled and whether or not the students express a desire to learn your skill. Thank you for your interest.

EXHIBIT W-V

Student's Evaluation

1. Did you enjoy hobby time? Yes ☐ No ☐ Why?

2. Will you probably continue participating in the hobby about which you have learned? Yes ☐ No ☐

3. Did you think the way hobby time was run was satisfactory? Yes ☐ No ☐

4. What suggestions would you have for the improvement of hobby time for the next time?

EXHIBIT X-V

Teacher's Evaluation

1. Do you think hobby time was a worthwhile activity for your students? Yes ☐ No ☐ Why?

2. Would you be interested in seeing hobby time used again? Yes ☐ No ☐

3. What suggestions would you have for the improvements of hobby time?

EXHIBIT Y-V

Resource Person's Evaluation

1. Did you think hobby time was a worthwhile activity?

   Yes ☐ No ☐

2. Was everything set up for you satisfactorily?

   Yes ☐ No ☐

3. Would you be interested in participating in hobby time again?

   Yes ☐ No ☐

4. What suggestions do you have for the improvement of hobby time?

5. General Comments

MOBILE GUIDANCE VAN

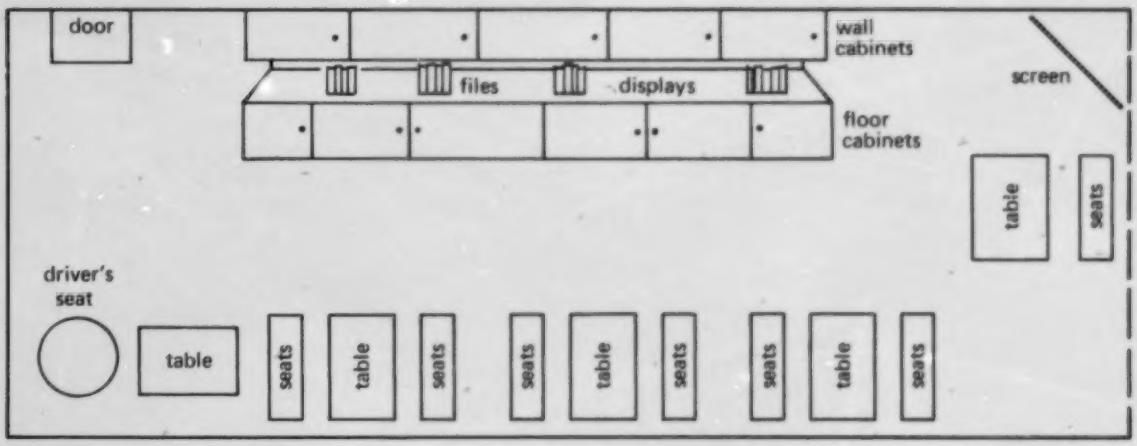
Many rural schools do not have guidance services available to them. One way of providing these services is through the use of a mobile guidance van. The assistance provided by the van can aid students in (1) becoming aware of occupations, (2) becoming aware of skills needed for different occupations, (3) placement services, and (4) receiving other guidance services such as testing and counseling. The guidance van can provide staff members with career guidance materials to be used in the classroom, in-service materials, and leadership.

The van, a converted school bus, could contain such guidance items as games, kits, books, tests, tapes, films, video and audio tapes of individuals in the local business and industry.

The mobile guidance van can be a fairly inexpensive way of providing guidance services. The cost of actually building the van should not be great since classes can be used in the construction. The construction of the van will take detailed planning by a number of people.

The extent of guidance services provided by the van will depend upon how it is staffed. By using a certified guidance counselor, complete guidance services can be provided which would include testing and counseling. If a certified counselor is not available, perhaps a guidance and counseling intern from a nearby university can be involved in running the van. If a paraprofessional is involved the services would be limited to working with the materials contained in the van.

The mobile guidance van, which would travel to schools within the district and perhaps to cooperating districts, could look somewhat like the following illustration.



Prior to putting a mobile guidance van on the road, there are three major stages the district needs to undertake. These are initial planning, construction, and operation.

Initial Planning

First a planning committee of persons intersted in a mobile guidance van needs to be formed. The people would probably be central district administrators, guidance personnel, and persons from schools within the district without guidance services. Since the van will be used on a districtwide level, a central administrator would probably be the person to head up the committee.

The main decisions which would have to be made at the beginning of the project would include the following.

1. Who would receive the services of the van—the junior highs, the elementary schools, all district schools, cooperative district schools?

2. Where should the major leadership for constructing and operating the van come from—the high school guidance department, the central administration, all schools involved?

3. How would the construction and operation of the van be financed?

4. Who should operate the van? (The more guidance oriented the person, the more comprehensive the services will be.)

5. What types of services and materials should the van provide?

Construction

After the above decisions have been made, another committee needs to be formed. The people on this committee would be the ones who would take lead in the construction of the mobile guidance van. These individuals could include the guiance counselor, industrial arts teacher, welding teacher, auto body and repair teacher, home economics teacher, English teacher, and administrators. Each person on this committee would be directly responsible for an aspect of the construction and equipping of the van.

The administrator would be responsible for obtaining an old school bus. This could be a bus that has reached the maximum amount of miles for travel with students riding in it. Also, because of his/her position, the administrator would be responsible for administrative duties related to such tasks as financing and obtaining materials and equipment.

The guidance counselor would be the overseer of the construction. Since this person, or another in a similar position will probably be the one operating the mobile guidance van, it is important that the counselor have major input into how the van is set up and the materials and equipment it contains.

The actual construction of the bus will be done by vocational classes. These may be classes in the high school, the area vocational school, or a local community college.

The auto mechanics teacher would have his/her class perform any work that needs to be done on the engine. The auto body and repair class, under the direction of the classroom teacher, would do any needed body work and paint the bus a color other than yellow?

The industrial arts, woodworking, and welding teacher will need to work closely on planning and constructing the interior of the van. This may involve team teaching. Space should be used wisely.

For instance, the driver's seat might turn around so it can be used at a table behind the driver's compartment. Some of the seats could be left in the bus, facing different directions, with space in between for tables. The back portion of the van could contain a long table with a projection screen on the side. One side of the van might contain built in upper and lower cabinets with cabinet top space for displays and games. Equipment and other materials could be stored in lower cabinets. The home economics class could make curtains to put in the side windows.

English classes could write descriptions could include profiles of various workers.

Suggested Services of the Van

As mentioned before, the amount of guidance services provided by the van will depend upon the level of expertise of the operator. Below is a list of possible services the van could provide if a counselor were the operator.

- Individual testing
- Individual and group counseling and guidance
- Career planning assistance
- Placement services
- Job development activities
- Staff in-service leadership
- Community relations activities

Suggested Contents of Van

The mobile guidance van will contain a large number of guidance tools. These would include such items as

- Career guidance literature
- Job briefs
- Games and kits for different developmental levels
- Student developed videotapes on local business and industry
- Film and filmstrip library on guidance and counseling
- VIEW type programs
- Post-secondary institution catalogs
- Tests (interest inventory, achievement, aptitude, etc.)
- Information on local business and industry

Time for Construction

It will probably take a semester to plan and construct the van.

Operating the Van

The operating procedures of the van will need to be decided. The people who would make such decisions would be the operator of the van, administrators, and representatives of those schools using the van.

The procedures which should be decided upon include the following:

1. How often the van will visit each participating school.

2. How long the van will stay at each school.

3. How many students will be allowed on the van at one time.

4. Will there be a checkout process? Who will be able to check out materials—students, teachers—and for what length of time?

5. Will the operator of the van assist with career guidance materials in the school library?

6. Will the van operate in the evenings to allow adults to participate?

The person operating the mobile guidance van will be responsible for keeping the van current. This could include making sure all equipment is functioning and that the materials are up-to-date.

Evaluation

It is important to ask the receivers of the services of the mobile guidance van if their needs are being met. This can be done by periodically having people who use the van fill out some type of evaluation form (refer to Exhibit Z-V).

EXHIBIT Z-V

Evaluation Form

1. Do you think the mobile guidance van is helpful? Yes ☐ No ☐

2. What have you gained most from using the van?

3. How would you suggest improving the van?

Remember, this van is operating to serve *you!*

CHAPTER VI

COMMUNITY-CENTERED CAREER GUIDANCE PRACTICES

Richard Green

Community-centered career guidance practices are designed to meet broad-based needs found throughout the community. If school-community relationships need to be strengthened, wide scale community involvement in career related practices may help in meeting that need in a meaningful way. This involvement also might assist in building students' awareness of the vastness of the world of work and in understanding how people fit into that world. This vast working world can become more manageable by using the fifteen career clusters outlined by the United States Office of Education. And, as this working world gains structure, community guidance practices may expand the concept of the community and local rural schools cooperatively turning to resources in an expanding circle in order to provide for coverage of all fifteen clusters.

The reader is reminded of the fact that these practices are provided as examples and modification is expected and necessary if any of these practices is attempted in the local school. The reader is also reminded that any community-centered career guidance practice will require two endorsements for success. The first endorsement is that of the local school superintendent and the second is the local board of education. These endorsements will be one of the basic assumptions of any procedure discussed in presenting community-centered career guidance practices.

CAREER FAIR

The career fair is a practice which has been widely used in schools. It is used primarily for the purpose of improving school-community relations and/or building student awareness of people and jobs in the working world. When a career fair is supplemented with classroom activities, there are potentials for expanding student awareness of the world of work which are limited only by the imagination and skill of each classroom teacher. The career fair can be adapted to fit any school location or organizational design. It can be organized as a curricular function during the school day or as an extracurricular function involving parents as well an extracurricular function involving parents as well as students. This handbook will present the career fair as a middle or junior high school function and will involve only students during the school day. This approach was taken because it is the authors' opinion that maximum students awareness will be attained through activities scheduled within the school day with expectations of student involvement in those scheduled activities.

Community resources can be solicited and scheduled on the basis of the fifteen career clusters (Agri-business and Natural Resources, Business and Office, Communications and Media, Consumer and Homemaking, Construction, Environment, Fine Arts and Humanities, Health, Hospitality and Recreation, Manufacturing, Marine-Science, Marketing and Distribution, Personal Services, Public Services, and Transportation [Exhibit A-VI]). This cluster arrangement will provide a working framework which teachers can incorporate into classroom activities prior to and following the career fair. A sample classroom activity is illustrated in Exhibit B-VI.

The building principal will need to take leadership either in appointing a career fair chairperson or chairing the career fair planning committee personally. The committee should be composed of teachers who will (1) plan the career fair according to any administrative guidelines, (2) contact community representatives to serve as participants, (3) arrange all publicity, (4) conduct the career fair, and (5) evaluate the effectiveness of the career fair. The principal and committee must cooperatively determine the amount of time that will be devoted to the career fair.

The planning committee will be responsible for setting up the career fair schedule within the framework established and determining the community resource persons who might be contacted to serve as career fair participants (Exhibit C-VI). This list of prospective participants can be developed by committee member's personal knowledge, by using the telephone directory or newspaper ads, or through the resource catalog if the school has one. Each committee member will be responsible for contacting a number of prospective participants face-to-face or by phone. The committee members should insure that each prospective participants is provided information concerning:

1. Tools, equipment, or audiovisuals to be brought to the school,
2. Amount of time the person is expected to hold students' attention,
3. Age of students and expected level of presentation,
4. Number of students in groups,
5. Length of time the person is expected to remain in the school,
6. Number of presentations of materials required,

7. Any specific instructions regarding expected experiences the person should provide for students during presentation,

8. Some general hints regarding the topic areas,

9. The overall design of the presentation, which in this case would be an explanation of the fifteen clusters and the methods for exposing students to as many clusters as possible (also include any plans for pre- and/or post-career fair classroom activities), and

10. Location, size of area, and any unique physical arrangements which might be connected with the career fair.

Each committee member should strive to obtain commitment from the prospective participant (Exhibit D-VI). Once prospects have committed themselves to be participants, the committee member should determine any requirements the participant might feel are necessary for an effective presentation. Every attempt should be made to fill all reasonable requests (Exhibit F-VI).

The planning committee will have the responsibility of setting up a publicity campaign to insure that the community is aware of the career fair activities and community participants are given visibility as being important to the ongoing success of the career guidance program in the local school. Local cable T.V. might be utilized effectively as a publicity tool to demonstrate the happenings of the career fair. Much community interest might be generated through this type of coverage.

Conducting the career fair will require that the planning committee direct attention and activity to details. A check list should be developed during the early planning stages. All ideas related to a smooth running career fair should be noted and agreement reached as to the person responsible for each activity. Some sample details follow:

- Prepare a map that might be useful for people who might not know the exact location.

- Send to each person who will be a participant a letter of confirmation that reiterates each detail of the planned program.

- Develop and distribute suggested pre- and post-classroom activities which teachers might employ in conjunction with the career fair.

- Determine any participant who might have a transportation problem and make any necessary arrangements.

- Arrange for traffic signs to director visitors and/or participants to the career fair location.

- Arrange for someone to greet each participant and get them to their appointed location within the building.

- Arrange for a welcome and get-to-know-you session for all participants prior to the formal career fair sessions.

- Arrange for a break for participants if multiple sessions are required.

- Send thank you letter to each participant sharing some good and/or interesting aspect of the career fair and soliciting their continued support of the activity. This thank you letter might also include a participant's evaluation of the career fair (Exhibit F-VI).

Evaluation of career fair activities should be conducted concurrently with the fair activities or as soon as possible following the career fair. Students might receive an evaluation sheet (Exhibit G-VI) upon entering the career fair location and evaluate each activity in whatever way the planning committee would feel to be appropriate. Career fair participants could also receive an evaluation sheet (Exhibit H-VI) at the orientation get-together and complete an evaluation of each session plus an overall evaluation of the career fair. This participant evaluation could be collected during the last session and returned to the planning committee.

The publicity following the career fair should be as extensive as possible. Well planned releases to newspapers, television, and radio sources will promote good relations between the media and the school and also will generate more extensive coverage of the career fair than a mere telephone call to the station or newspaper office. All participants should be given proper credit for their role, and the overall program presented in such a way as to demonstrate a successful community endeavor. The school and the planning committee should adopt a low profile, so as to enhance the community and participant role.

EXHIBIT A-VI

Agri-Business & Natural Resources	Business & Office	Communications & Media	Construction	Consumer & Homemaking
Environment	**Fine Arts & Humanities**	**Health**	**Hospitality & Recreation**	**Manufacturing**
Marine Science	**Marketing & Distribution**	**Personal Services**	**Public Services**	**Transportation**

EXHIBIT B-VI

Match Game

Classroom Pre-Fair Activity

1. Transportation	1. Editor, Green Valley Weekly
2. Personal Services	2. Friedman Freight
3. Consumer and Homemaking	3. Doctor
4. Environment	4. Owner of Model Dairy
5. Marine Science	5. Hotel Manager
6. Hospitality and Recreation	6. Extension Agent
7. Marketing and Distribution	7. Baptist Minister—Writes and publishes poetry
8. Fine Arts and Humanities	8. Extension Home Economist
9. Business and Office	9. Garbage Collector
10. Public Services	10. United Parcel Delivery
11. Health	11. Agriculture Equipment Dealer/Mfg. Rep. Volunteer Fireman
12. Manufacturing	12. Game Warden
13. Communications and Media	13. Carpenter
14. Construction	14. Naturalist
15. Agri-Business and Natural Resources	15. Registered Nurse

EXHIBIT C-VI

Career Fair
Resource Worksheet

Agri-Business & Natural Resources	Business & Office	Communications & Media	Construction	Consumer & Homemaking
Robert Green Florist	Roger Hoffman Friedman Freight	Joe Edwards Local Cable T.V. Cameraman	Harry Ladd Carpenter	Celeste Brooks Extension Home Economist
Warner Bickford Extension Agent	Frances Green Hospital Administration	William Lansing Editor, Green Valley Weekly	Frank Peterson Civil Engineer	Lawrence Bradford Lawyer
Environment	**Fine Arts & Humanities**	**Health**	**Hospitality & Recreation**	**Manufacturing**
Dan Bowly Game Warden	Mary Scott 1st Grade Teacher Ceramics (hobby)	Alberta O'Hara, D.D.S. Dentist	Edward Hardy Motel Manager	Drew Lighthouse Factory Employee
Frank Jackson Agriculture Teacher	Rev. Jerry Powell Baptist Minister, writes and publishes poetry	Henry C. Samuels, M.D. Doctor	Dr. Paul Dickens Director of T.R. Hoffman senior citizen center	Andrew Whiteman Agr. Equipment Dealer/ Mfg. rep. & Volunteer Fireman
Marine Science	**Marketing & Distribution**	**Personal Services**	**Public Services**	**Transportation**
Jim Eisaman Naturalist	Susan Filer Antique Dealer	Sam Brown Housekeeper in senior citizens home	Tom Mann Garbage Collector	Diane Walker Carpenter
Charles Bradbury Elementary Principal Biology Background	Timothy Lasalle Owner of Model Dairy	Roger Mercer Registered Nurse	George Blueb Police Officer	Danny May United Parcel Delivery

EXHIBIT D-VI

Career Fair Schedule

	Agri-Business & Natural Resources	Business & Office	Communications & Media	Construction	Consumer & Homemaking
Day 1	Warner Bickford Extension Agent	Roger Hoffman Friedman Freight	William Lansing Editor, Green Valley Weekly	Harry Ladd Carpenter	Celeste Brooks Extension Home Economist
	Environment	**Fine Arts & Humanities**	**Health**	**Hospitality & Recreation**	**Manufacturing**
Day 2	Dan Bowly Game Warden	Rev. Jerry Powell Baptist Minister, writes and publishes poetry	Henry C. Samuels, M.D. Doctor	Edward Hardy Motel Manager	Andrew Whiteman Agr. Equipment Dealer/ Mfg. rep. & Volunteer Fireman
	Marine Science	**Marketing & Distribution**	**Personal Services**	**Public Services**	**Transportation**
Day 3	Jim Eisman Naturalist	Timothy Lasalle Owner of Model Dairy	Roger Mercer, R.N. Registered Nurse	Tom Mann Garbage Collector	Danny May United Parcel Delivery

EXHIBIT E-VI

Sample Confirmation Letter

October 7, 1976

Mr. Roger Hoffman, Manager
Friedman Freight
765 Silver Birch Street
Green Valley, Iowa

Dear Mr. Hoffman:

The career fair planning committee would like to take this opportunity to welcome you as a participant on February _____, 1977. As you were informed earlier, we hope that each student will be able to attend all fifteen presentations and as a result, become more aware of how people of our community function in the world of work. Through some of our classroom activities our students are also being exposed to career clusters. Your participation provides a vital link in our attempt to assist students to become aware of themselves and the world about them.

In order for all of our students to be exposed to as many careers as possible, we are asking you to make five presentations of thirty minutes each. Students will have three minutes to change sessions and we are planning a fifteen minute break between the third and fourth sessions.

If you have any questions relating to the program, any special equipment or personal requirements, or concerns, please contact me immediately.

We are enclosing a map showing our location and we will have student escorts to assist you when you arrive. Thank you in advance for your assistance.

Sincerely,

Jane Adams
Career Fair Planning
Committee Chairperson

Enclosure

EXHIBIT F-VI

Sample Thank You Letter

February 24, 1977

Mr. Roger Hoffman, Manager
Friedman Freight
765 Silver Birch Street
Green Valley, Iowa

Dear Mr. Hoffman:

The planning committee for the Green Valley Junior High School career fair would like to take this opportunity to thank you for your participation in our career fair. Without community support by people like yourself we would not be able to offer such a fine program to the students in this community.

Many of our teachers have commented on the positive effects this experience has had on the students and I am sure you could sense the cooperative atmosphere as you became involved with our students and staff.

Thank you once again for an outstanding job.

Sincerely,

Jane Adams
Career Fair Planning
Committee Chairperson

EXHIBIT G-VI

Student Evaluation

Circle Date:

February 21 22 23

Circle Session Number:

1 2 3 4 5

My general impression of this session was

great ☐ good ☐ fair ☐ poor ☐

So far, I would say this career fair is

great ☐ good ☐ fair ☐ poor ☐

EXHIBIT H-VI

Participants' Career Fair Evaluation Form

1. I would rate the career fair

   excellent ☐ good ☐ fair ☐ poor ☐

2. The planning for the career fair was

   excellent ☐ good ☐ fair ☐ poor ☐

3. Student preparation for the career fair experience could be stated generally as

   excellent ☐ good ☐ fair ☐ poor ☐

4. Teachers and staff attitudes toward the career fair and participants were generally

   excellent ☐ good ☐ fair ☐ poor ☐

5. I personally feel the information provided prior to the career fair was

   excellent ☐ good ☐ fair ☐ poor ☐

6. The location was

   excellent ☐ good ☐ fair ☐ poor ☐

7. Facilities were

   excellent ☐ good ☐ fair ☐ poor ☐

8. Equipment was

   excellent ☐ good ☐ fair ☐ poor ☐

9. The schedule for moving students through the program was

   excellent ☐ good ☐ fair ☐ poor ☐

10. I (would ☐, would not ☐) participate in a career fair next year.

EXHIBIT H-VI (Continued)

We welcome any comments but if you answers "would not" to number 10, please comment further and possibly include recommended changes in the program which might cause you to reconsider your response.

Comment:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Participant's Rating of Students

In general the students were

Session 1	Attentive ☐	Average ☐	Inattentive ☐
Session 2	Attentive ☐	Average ☐	Inattentive ☐
Session 3	Attentive ☐	Average ☐	Inattentive ☐
Session 4	Attentive ☐	Average ☐	Inattentive ☐
Session 5	Attentive ☐	Average ☐	Inattentive ☐

PROFESSIONAL EXPLORATION INTERNSHIP

The professional exploration internship is designed to assist eleventh and twelfth grade students explore jobs that require a college education was part of the job preparation. This program is designed to fill a gap that tends to exist because college bound students are often times overlooked in the decision-making process that is related to job selection. The professional exploration internship should assist students to sense and feel the job of being a lawyer, a teacher, or a minister rather than just conceptualize the job in the abstract.

The internship provides the student the opportunity to associate with a professional in the work setting over a period of time. The program also needs to be flexible enough to permit the student to change direction without fear of being penalized in any way.

A large amount of planning time will be required in getting a bank of professionals who agree to cooperate in such a program. Success of a program like this will depend largely upon one person having the responsibility for coordinating the effort. The coordinator should also have flexibility to meet with these professionals at their convenience. Another problem for rural communities is that many professional occupations are not located in the rural community and the coordinator and participating students will probably be involved in travel. Administrative commitment to this program will need to include extensive coordination time and travel expense.

Procedures

The high school principal will need to select a coordinator responsible for the internship. With the time and travel requirements, this coordinator will need to be a guidance counselor, assistant principal, or full-time coordinator. If a full-time coordinator is selected, the program coordinator could handle all pre- and post-internship activities, as well as coordinate the students' involvement as interns.

The first task for the coordinator will be to plan the basic program. How will students become aware of the program? How will students indicate desire to participate in the program? How will students be accepted into the program? Will any students making application be rejected? Why? Can a student in the program decide to change from one professional area to another? Will the internship be connected with classroom activities, or will the program exist strictly as an extracurricular function? Will credit be granted for participation in the program? All of these are questions the program coordinator must answer before approaching the professional community for its support and participation.

As the internship becomes a reality, the coordinator must begin developing a list of professional resource persons to serve as program participants. The coordinator in the rural school may be hampered by distance between the community making the request and the community in which the professional associates. The appeal will need to be one of providing professionals with the opportunity to assist students who have elected to participate in an educational program directed toward their professions. The professionals' help would assist students to make some realistic job-related decisions rather than decisions based largely upon hearsay and glamorized media presentations.

The coordinator will need to establish a professional resource list from at least two and possibly three areas: local, county, and large city (if located reasonably nearby). Telephone directories can serve as invaluable tools in creating this list. The initial screening can be accomplished on the telephone. Appointments should be set up with the professionals who express an interest in further

pursuing the idea. The meetings with the professionals need to consist of a concise presentation of the program including the program expectations of the professional. The resource list will be constantly changing as some professionals will cooperate once and then drop out and as students seek experiences in professional areas which are not included in the original list.

After a professional agrees to participate in the internship, the coordinator will write a brief job description for the intern position. A second meeting with each participating professional will be arranged to discuss and modify the intern role as required. This role description will then become a part of the professional resource file.

The coordinator's role becomes vital as students are enlisted and brought into contract with the professional. Orchestrating the meeting of a wide variety of human needs will expend vast amounts of human energy which cannot be built into a program plan. When this orchestration takes place effectively, then the program will be successful. On the other hand, an extremely sophisticated program design along with an extensive professional resource list will not provide for a successful program if there is no attempt to meet and cope with the wide range of needs that a program of this nature is bound to face.

Application

Professional Exploration Internship

The Green Valley superintendent and board of education approved a counselor's request for developing and coordinating a professional exploration internship program for eleventh and twelfth grade college preparatory students enrolled in social studies.

The intern program is to be available to any student who wishes to apply but application also involves being scheduled into a special social studies section which deals with job placement activities. As the student works through the class activities, the opportunity to enter the professional exploration internship is explained and applications are taken (Exhibit I-VI).

The counselor/coordinator developed the following professional resource file using the procedures described and the forms found in Exhibit J-VI.

Stultzford Professional Resources

Lawyer—Lawrence Bradford, J.D.S.
Doctor—Henry C. Samuels, M.D.
Engineer—Frank Peterson
Veterinarian—Charles Milligan, D.V.M.

Des Moines Professional Resources

Dentist—Alberta O'Hara, D.D.S.
Engineer—Thomas W. Wingate, Associates Counseling Engineers

Green Valley Professional Resources

Minister—Frank Perch
Hotel Manager Cut-N-Hack—Edward Hardy
Senior Citizens—Paul Dickens, Director

EXHIBIT I-VI

Internship Application

Name: _____

Grade: _____

Would you be able to participate in the evening? Yes ☐ No ☐

Do you have transportation? Yes ☐ No ☐

If yes, when?

_____

_____

State internship in which you would like to participate from the description provided on the list.

_____

_____

Tell why you would like to participate in this particular program.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

EXHIBIT J-VI

Professional Internship Resource File

Profession: _____

Name: _____

Address: _____

_____

Intern Role Description

1. Hours

_____

_____

2. Duties

_____

_____

_____

_____

_____

_____

3. Persons Responsible To

_____

_____

_____

_____

_____

_____

_____

COMMUNITY PERSONS AS CLASSROOM RESOURCES FOR CAREER EXPLORATION

Individuals in any community can provide a vast array of experiences for students if the school or community is willing to assess the human resources which abound in every community. The rural community often has neglected to make these assessments because most rural areas have population densities much lower than those found in suburban and urban areas. This results in everyone having the feeling that they know everyone else, but this is only partly true. Many times individuals live in a rural area and work someplace else. The actual job performed by this person may not be known and in many cases the person may not be known by more than a handful of community members, especially if the family just moved into the community. The long-standing families in the rural community are extremely close knit and do know each other extremely well, but most rural areas also have large numbers of community members who are outside of that tightly drawn circle. Many interesting but little know people, who could easily be tapped as resources in the rural school community, are often overlooked.

One method of determining individual resources who might be called into the classroom is the parent job interview conducted by students. The classroom teacher could incorporate the interview as a part of the classroom unit. Interviewing techniques are important skills and students should be assisted in learning about interviewing and the role it plays in the world of work. Interviewing techniques could be discussed and role play activities and TV shows such as "Today," "Tonight," and "Merv Griffin" used to demonstrate interviewing. The teacher could provide each student in the class with an interview sheet and instructions on interviewing their parents (Exhibit K-VI). Completed interview sheets would enable the teacher to build a parent resource file, organized by the fifteen career clusters promoted by the United States Office of Education (Exhibit L-VI). As career related activities are considered by the classroom teacher, this resource file could be a valuable tool for getting parents to come into the classroom to relate their particular job to students. This catalog of classroom resources would be extremely useful at the elementary grade levels to build relationships between the local community and the school. These same resources also could be used at other grade levels if their demonstrations fit into other class activities. The key to determining broad common areas of classroom activity would be in the fifteen occupational clusters.

Names of other local rural community members also could be entered into the local resources catalog system as they are identified by individual teachers. The sharing of resources is the key to the catalog's success. An informal system will work reasonably well in most rural schools, however, a resource assessment and catalog system like that detailed in the *Resource Assessment* is recommended.

Application Section

William Barker and Judy Thomas, the boys' and girls' physical education and health teachers at Green Valley Junior High School, have developed a combined career education unit for all eighth grade students in cooperation with Donna Appleton, the English teacher. Ms. Appleton will involve all students in a unit on interview techniques and the art of interviewing as a means of communication. Mr. Barker and Ms. Thomas will take the collected data and ask parents to speak to the classes about their jobs and how hobbies play an important part in their personal lives.

EXHIBIT K-VI

Student Interview Sheet

Name: _____

Address: _____

_____

Phone: _____

Employer: _____ If self-employed, check here ☐

Employer Address: _____

_____

Job or Hobby Title: _____

Job or Hobby Duties or Tasks Performed: _____

_____

_____

_____

_____

_____

To The Parent/Guardian:

Your child is involved in a classroom activity which attempts to build the skills of interviewing and shows how interviewing can be used to gather information. We are asking your child to interview you in respect to your job or hobby. Please assist your child in any way you feel comfortable. We would ask that you allow your child to complete the "Interview Sheet" as part of the interview exercise. We would like your permission to place your name and the information you have provided in our resource file and we may call on you to tell students about your job or hobby. If you would not care to participate do not sign the permission statement below.

I, _____, give my permission
(Parent's Signature)

for the information contained in this interview form to be placed in the resource file. I understand that I may be asked to talk with students about my job or hobby.

EXHIBIT L-VI

Fifteen Career Clusters Worksheet

Agri-Business & Natural Resources	Business & Office	Communications & Media	Construction	Consumer & Homemaking
Timothy LaSalle	Trudy White	Frank Stern	Harry Ladd	Sharon White
Environment	**Fine Arts & Humanities**	**Health**	**Hospitality & Recreation**	**Manufacturing**
	Rev. Jerry Powell			Andrew Whiteman
Marine Science	**Marketing & Distribution**	**Personal Services**	**Public Services**	**Transportation**
	Susan Fifer	Pastor John Kolipper		Roger Hoffman

ADOPT-A-GRANDCHILD/ADOPT-A-GRANDPARENT

One of our resources, which every community tends to overlook, is the *senior citizen.* More people are living longer with retirement plans taking effect earlier in a person's working life. In many instances people are retired from one job, working at another job, and looking for activities to keep them in the mainstream. Others are retired and seemingly have no one or no place to turn. They just seem to be waiting for someone to ask them to do something.

The adopt-a-grandchild program is an attempt, on the part of the school, to involve some of these senior citizens with the youth of the community in a meaningful way. Our schools are loaded with youngsters who can be easily identified as needing someone who will show them some love and affection. Many of our senior citizens need to feel as if someone really needs them. Meaningful relationships begin when people are brought together and the school could very easily serve to bring these two groups together. Not every student will need an adopted grandparent, and not every senior citizen will need to adopt-a-grandchild, but the process of bringing students and senior citizens together has potential for tremendous service to people with needs.

The program could begin by inviting all community senior citizens to participate as resource persons in the classroom. They may wish to relate their experiences in their occupations prior to retirement. The senior citizens could also provide the historical perspectives of the technological changes during their working lives. They may also describe known changes that may have occurred since the persons' retirement. As the senior citizen becomes involved with the school and works with teachers and support personnel, the senior citizen may discover talent and time for working with teachers and students within the school setting as a helper or aide. On the other hand, the senior citizens also may discover that they are capable of and enjoy working with one student who has been identified as needing someone to love and care for them.

On the other side of the coin, our schools have youngsters who enjoy doing many things. Classes develop short skits and games that are performed once or twice then discarded. The students enjoy performing and senior citizens enjoy contacts with children. Taking the children to the senior citizen centers or bringing the senior citizens into the school for these short programs and activities provides students the opportunities to meet and do something for this segment of our community. As relationships develop, some students may find that there are other services that they can perform to assist senior citizens. Certain housekeeping chores such as mowing lawns, washing windows, cleaning house, sweeping walks, and weeding can be performed by students. Senior citizens are, for the most part, limited in their ability to pay for these kinds of services. Once again, the school could provide real service by bringing these two segments of our community together by promoting the idea of students providing assistance for someone who needs the kind of help they can providing and by helping the senior citizens feel that there are contributions they can make to the school.

Application Section

Green Valley Junior High School established a volunteer work program for seventh, eighth, and ninth grade students to assist senior citizens living in the community with small chores. Donna Appleton solicited students through Philop Moseley's social studies classes, Mike Malone's science classes, and Carl Huston's math classes and reached all 160 students. The students were informed that there was no pay involved and any donations were to be placed in the group treasury for a party or picnic at the end of the year.

Each interested student was given a checklist of jobs and asked to indicate those jobs they would be willing to perform (Exhibit M-VI). A list of senior citizens was obtained from Dr. Paul Dickens, director of the T. R. Hoffman Senior Citizen's Center. A survey form was then sent out to determine the kinds of chores senior citizens needed done (Exhibit N-VI).

Donna Appleton created two sets of files, one for help wanted and the other for students indicating areas with which they would be willing to help. A part of the procedure involved interviewing students as if they were making an actual job application. This phase provided Donna with the personal contact so that a student and senior citizen could be matched insofar as possible. Donna also made regular checks on students on the job to insure that the program was moving smoothly. Any changes were made through conference between the senior citizen, the student, and Donna Appleton.

EXHIBIT M-VI

Application

Part-Time Position
Adopt-a-Grandparent Program

Student Name: _____

Address: _____

_____

Phone: _____

CHECK THOSE ACTIVITIES YOU WOULD BE WILLING TO PERFORM FOR YOUR ADOPTED GRANDPARENT:

Mow grass	☐	Clean and dust	☐	Care for pet	☐
Trim hedge	☐	Carry out trash	☐	Wash woodwork	☐
Hoe garden	☐	Sweep and clean walks	☐	Wash car	☐
Wash dishes	☐	Wash windows	☐	Other	☐

Parent or Guardian,

Your child has indicated interest in participating in our adopt-a-grandparent program which will involve helping one of our senior citizens by performing the tasks they have checked above. Your permission is required for this activity and your signature below will indicate your permission. We wish to thank you in advance for your support in this program which provides a much needed service to our senior citizens.

_____

Parent or Guardian Signature of Approval

EXHIBIT N-VI

Help Wanted
Adopt-a-Grandchild Program

Dear Friends,

We are in the process of setting up a program called Adopt-A-Grandchild/Adopt-A-Grandparent. We are attempting to accomplish several things: (1) introduce our students to our senior citizens in a positive/helpful way, (2) introduce our students to the world of work through doing chores for senior citizens, and (3) assist our students in learning to relate to as many people as possible. On the other hand, we are hoping you will (1) make use of the services offered, (2) do as much as you can to create a positive relationship with these students, but also, be firm in expecting a reasonable job to be performed, (3) contact the principal's office in case of any problems, and (4) call the school and let us know what kind of job we are doing, particularly if there are any additional services you feel students might help with. (You are not expected to pay anything for these services, and students are instructed that any donations are to be turned into the project office to finance a picnic or party in the spring.)

Please check off any chores or tasks you could use help with and indicate any tasks you have that we may have forgotten.

Name: _____

Address: _____

_____

Phone: _____

CHORES THAT I COULD USE HELP WITH:

Mow grass	☐	Clean and dust	☐	Care for pet	☐
Trim hedge	☐	Carry out trash	☐	Wash woodwork	☐
Hoe garden	☐	Sweep & clean walks	☐	Wash car	☐
Wash dishes	☐	Wash windows	☐		

Our students will be available only from 2:30–4:00 p.m. on Monday, Wednesday, and Friday. If you would like a student to work hours other than those above you will need to make special arrangements with the student's parents. There is no need to contact our office unless you are unable to reach the student's parents. Do not use a student's services unless you have made arrangements with a student's parents.

Thank you for your support and we hope that you are able to use and enjoy our adopt-a-grandchild program.

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